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**Satisfaction
with
Small Catholic Schools**

planning & research

Alberta
EDUCATION

LEVELS OF SATISFACTION

with

SMALL CATHOLIC SCHOOLS

Summary

by
Frank Peters
and
E.J. Ingram

Department of Educational Administration
University of Alberta

on behalf of
The Alberta Catholic School Trustees' Association
with the cooperation of
Wainwright RCSSD #31

Commissioned and Funded by Alberta Education, Edmonton, Alberta

October 1982

planning & research

Alberta
EDUCATION

SUMMARY REPORT

The study was designed to determine how satisfied parents, teachers, students, school board members, clergy and religious education coordinators were with certain facets of the operation of small catholic schools in the province of Alberta, Canada. The four major aspects of operation examined were Program, Climate, Catholicity and Facilities.

Data were gathered by means of a questionnaire administered in spring 1982. Altogether respondents from thirty-eight schools in twenty-four different schools jurisdictions participated in the study. Questionnaires were given to the parents of all children in each participating school; all teachers in each school; students in grades six, eight, ten, eleven and twelve; all school board members associated with each school and the priest and/or religious education coordinator most closely involved with each school. Completed questionnaires were returned from almost three thousand respondents.

The data were grouped according to the type of respondents and comparisons were made between the population groups and between sub-groups within each larger population. Table 1 provides a breakdown of the number of respondents from each population group.

Table 1
Number of Respondents in Each Population Group

Parents	Teachers	Students	School Board Members	Clergy	Religious Education Coordinators
1571	244	1004	70	20	16

It should be emphasised that the study did not evaluate in any way what was happening in the small catholic schools throughout the province. Rather it sought to obtain the perceptions of those people most intimately involved with the operation of these schools and to record how satisfied they felt themselves to be with the many aspects of the school.

The findings of the study indicate that there is a very high level of satisfaction throughout the province with the general operation of the small catholic schools. In particular the work of the teachers and principals were rated very highly and a very large number of parents indicated that they were highly satisfied with the overall operation of the schools. There were strong indications however that there is a large amount of dissatisfaction with many areas of operation over and above the basic program. Dissatisfaction was expressed with the level of counselling services in the schools, with the quality of the library services and with the state of equipment in the schools and the physical plant itself. The school program areas most frequently mentioned by respondents as being deficient were second language, industrial arts and home economics.

January, 1983

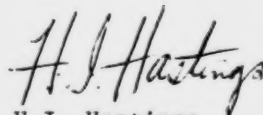
To the reader:

Re: Levels of Satisfaction with Small Catholic Schools

This copy of the report on ratings of satisfaction with the local small catholic school recorded by parents, students, teachers and other groups is being sent to you by the Planning Services Branch of Alberta Education.

Some readers may wish to conduct a similar survey of levels of satisfaction in the attendance area of their local school. To facilitate replicating the survey, the authors have provided guidelines and copies of questionnaires in an appendix in the main report. The main report may be obtained from the offices of Superintendents of Schools, University libraries and will be available on microfiche from ERIC Document Services and Micromedia.

Sincerely,



H.I. Hastings
Director
Planning Services Branch



A large number of items on each of the questionnaires related to one of the four major aspects of operation referred to earlier. Scores for each of these aspects or constructed factors were obtained for each of the population groups and are provided in Table 2.

Table 2
Mean Scores of Groups on Constructed Factors *

Group	Program	Climate	Catholicity	Facilities
Parents	3.7779	3.8817	3.8429	3.1837
Teachers	3.8011	3.8985	3.7105	3.5370
Students	3.6158	3.5372	3.6767	3.4497
Sch.Bd. Members	3.7226	3.8305	3.6673	3.3123
Clergy & Religious Ed. Coordinators	-	-	3.5602	-

* Factors contain only items matched in questionnaires to each group of respondents.

It is evident that parents and teachers were much more satisfied with the program and the climate of these small catholic schools than were the students. Parents were significantly more satisfied with the catholicity of the schools than were any of the other groups. Surprisingly, the teachers and the students were more satisfied with the facilities in which they functioned than were either the parents or the school board members.

An examination of data from the urban areas indicated that the respondents were significantly more satisfied with the operation of the small schools in their areas than were those respondents from the non-urban areas. Similarly teachers and students in elementary grades indicated that they were significantly more satisfied with their schools than were the teachers and students in junior or senior high schools.

A very large number of respondents indicated that they considered the level of funding to be unsatisfactory for these small schools.

A copy of the report for each individual school involved in the study has been forwarded to the respective school board offices.

Recommendations

It is recommended:

1. That the administrators of small catholic schools give priority to alleviating the deficiencies in the counselling services in these schools;
2. That consideration be given to ways whereby students can be provided with a broader range of subjects to meet their varied abilities and interests;
3. That second languages, Industrial arts and home economics be given a higher priority than at present;
4. That the staff and administrators in the small catholic schools consider means of involving the parents to a greater extent, in decisions regarding the school program;
5. That consideration be given to improving the working relationships between school, parish and community;
6. That the appropriateness and the effectiveness of the high school religion programs be assessed;
7. That the question of the role of the Church in today's world be more clearly described for students;
8. That consideration be given to the training which teachers of religion require;
9. That the funding available for the operation of small catholic schools be re-assessed;
10. That consideration be given to improving the library facilities in the small catholic schools;
11. That the appearance and safety of the buildings and playgrounds be improved;
12. That a systematic method of improving the quality and the amount of equipment in the schools be adopted;
13. That the quality of lighting, heating and ventilation in the schools be improved;
14. That school boards place more emphasis on the quality of the facilities and equipment.

The Steering Committee for this study consisted of:

Mr. G. Bunz	- Superintendent, East Central Catholic Schools
Dr. R. J. Carney	- Department of Educational Foundations, University of Alberta
Mr. J.K. McKinney	- Executive Director, Alberta Catholic School Trustees' Association
Mrs. Madeleine Paul	- Alberta Catholic School Trustees' Association
Dr. C. Rhodes	- Planning and Research Branch, Alberta Education
Mrs. Irene Clark	- Secretary to the Committee

Copies of the Provincial Survey report have been forwarded to:

1. The principals of all schools involved in the study
2. All school superintendents
3. Regional Offices of Education
4. University Libraries

Microfiche copies will be available from ERIC Document Services and Micromedia.

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ABSTRACT

The study was designed to determine how satisfied parents, teachers, students, school board members, clergy and religious education coordinators were with certain facets of the operation of small catholic schools in the province of Alberta, Canada. The four major aspects of operation examined were Program, Climate, Catholicity and Facilities.

Data were gathered by means of a questionnaire administered in spring 1982. Altogether respondents from thirty-eight schools in twenty-four different school jurisdictions participated in the study. Questionnaires were given to the parents of all children in each participating school; all teachers in each school; students in grades six, eight, ten, eleven and twelve; all school board members associated with each school and the priest and/or religious education coordinator most closely involved with each school. Completed questionnaires were returned from almost three thousand respondents.

The data were grouped according to the type of respondents and comparisons were made between the groups and between sub-groups within each larger population.

It was found that there was a very high level of satisfaction overall with the operation of the small catholic schools in Alberta. There was a strong indication that the respondents perceived many areas of operation over and above the basic program to be deficient however. Dissatisfaction was expressed with the level of counselling services in the schools, the libraries and the state of the equipment and physical plant. Many respondents indicated that they considered the level of funding to be unsatisfactory for these small schools.

While the inadequacy of the resources and the narrowness of the program was emphasised, the work of the teachers and principals received a very high ranking both in the questionnaire items and in the comment data.

A copy of the report for each individual school involved in the study has been forwarded to the respective school board offices.

ACKNOWLEDGMENTS

The research team wishes to acknowledge the immense support and assistance received from all the school systems whose personnel participated in the study. The interest expressed by the superintendents of the catholic school systems gave rise to the study in the first place and their continued support throughout the project was of considerable assistance. Dr. Stan Digout, Director of Education, North Battleford Roman Catholic School Division #16, Saskatchewan, formerly Superintendent of East Central Alberta Catholic Schools, was particularly helpful in getting the study under way. Special mention must also be made of the staff, students and parents of Our Lady of the Angels School, Fort Saskatchewan, for their cooperation in the pilot testing of our data gathering instruments.

Our indebtedness to the very large number of respondents may hopefully be repaid through a consideration of the findings of the study at the local level and the improvement of some of the deficiencies identified by them. A special word of thanks to the many respondents who provided additional comments.

Dr. Erwin Miklos of the Department of Educational Administration, University of Alberta, and Mr. Joe Docherty, Superintendent, Red Deer RCSSD, provided invaluable advice and assistance in the design of the questionnaires as did Dr. T.C. Montgomerie of the Department of Educational Administration, University of Alberta during the analysis and reporting phases of the study. The patient and tireless efforts of Mrs. Christine Prokop of the Department of Educational Administration in the areas of computer programming and data analysis are gratefully acknowledged.

The support and encouragement of the members of the Steering Committee was also appreciated and is acknowledged. Their incisive and forthright comments were welcome and valuable.

Finally, sincere appreciation is expressed to Aurora Labarda and Valerie Wegner of the Department of Educational Administration for their excellent secretarial work in preparing the report of this project.

Frank Peters

Ernie Ingram

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CHAPTER ONE

CHAPTER 1

CONDUCTING THE STUDY

Background

The proposal for this study was developed as a result of a request by officials of the Alberta Catholic School Trustees' Association and was initially developed during the summer and fall of 1980. At that time indications were that 33 Catholic schools outside the cities of Calgary, Edmonton and Lethbridge had received Small School Assistance Grants for the first half of 1980. In addition there were approximately 40 Catholic schools in Calgary, Edmonton and Lethbridge which had fewer than 10 teachers on staff during the 1979-80 school year.

Subsequent to the development of the initial proposal discussions were held between representatives of the ACSTA and officials of the Planning and Research Branch of Alberta Education regarding the study. During these discussions the particular facets of the schools' operation which would be examined were identified. These were "catholicity", climate, curriculum and facilities. It was proposed to determine how satisfied certain publics were with the operation of the small Catholic schools in each of these four areas. The particular publics identified for inclusion in the study were trustees, parents, teachers, students and clergy.

Rationale

Faced as they are with advising Catholic school jurisdictions throughout the province on matters relating to school operation, officials of the Alberta Catholic School Trustees' Association recognized a deficiency in

the information available to them regarding the operation of the schools. Specifically they were unaware of which facets of the schools' operation were pleasing to those most immediately involved and which facets were considered to be in need of improvement.

A first step in attempting to overcome this deficiency was the preparation of the report Evaluating School Districts: A Source Book, for the ACSTA by Dr. E.J. Ingram and Dr. E. Miklos of the Department of Educational Administration, University of Alberta in 1980 and made available as an informational resource to Catholic School jurisdictions throughout the province. The use of this resource-book would give school personnel insights into their own operation.

This study was intended as a second step and developed from the report mentioned above and as a result of discussions between officials of Alberta Education and the ACSTA.

It was decided as a result of these discussions to limit the study to small Catholic schools and it was on that basis that the proposal was developed. It was felt that while small school assistance grants have alleviated, to some degree at least, the financial hardships faced in attempting to operate small schools and small school jurisdictions, there would be considerable value in identifying those aspects of small Catholic schools' operation which were perceived by those most immediately involved with them as either satisfying or dissatisfying.

Survey Population

Five groups of people were identified for inclusion in the study. These were parents, teachers, students, school board members and clergy. In each case the individual associated with the small school was asked

to provide information as to how satisfied he or she was with various aspects of that particular school's operation. These five groups of respondents were considered to be appropriate for inclusion in the study in that their involvement with the school would make it likely that they would have particular feelings about the items on which information was being sought. It was also considered that the information obtained from all of these groups would provide a comprehensive view of the perceptions held by all those most immediately involved with each school.

The study involved the parents of all children in each participating school, all teachers in each school, students in grades six, eight, ten, eleven and twelve, all school board members and the priest most closely involved with each school in the study. It was decided also to ask Parish or Diocese based Religious Education Coordinators who were involved with the schools in the study to respond to the same questions which were asked of the Clergy.

Excluding Edmonton Separate School System, where the decision not to participate in the project was made, the study involved schools in 26 different school jurisdictions. Questionnaires were distributed to 41 different schools and responses were received from 38 of these in 24 different jurisdictions. The jurisdictions from which responses were received are listed below:

Beaverlodge RCSSD #68

Bow Island RCSSD #82

Calgary RCSSD #1

Fort Vermilion RCSSD #26

Grimshaw RCSSD #88

Killam RCSSD #49

Lakeland RCSSD #150
McLennan RCSSD #30
Medicine Hat RCSSD #21
Nampa RCSSD #96
Picture Butte RCSSD #79
Ponoka RCSSD #95
Provost RCSSD #65
Red Deer RCSSD #17
Rocky Mountain House RCSSD #131
Manning RCSSD #37
Sexsmith RCSSD #51
Spirit River RCSSD #36
Therasetta RCSSD #23, Castor
Valleyview RCSSD #84
Vegreville RCSSD #16
Vermilion RCSSD #97
Westlock RCSSD #110
Whitecourt RCSSD #94

In the case of all 38 schools, responses were received from parents and teachers. In the case of one school, a school with grades K to 4, there were no student responses. Responses were received from at least one school board member in 23 of the jurisdictions. The 20 priests who responded worked in 16 different school jurisdictions while the 16 religious education coordinators represented 11 different schools. Altogether the responses from the clergy and religious education coordinators related to 26 different schools.

The Study Design

The intent of the study was to discover how satisfied the particular publics associated with each of the small schools identified in the study were with particular aspects of the schools' operation. It was decided that this information could be obtained by way of a questionnaire containing items relating to the four major aspects of school operation. The questionnaires were designed in early 1982 and are included in Appendix A.

Phases of the Study

The study was conducted in four distinct though overlapping phases. These were:

Mobilization

Design of the Study

Administration of Instruments

Reporting

Mobilization. The first of these phases got under way about two years prior to the conducting of the study. It involved obtaining approval in principle for the study from the Conference of Alberta School Superintendents, the Association of Catholic School Superintendents of Alberta, the Alberta Teachers' Association and Alberta Education. At the preliminary stages of the project it was necessary for representatives of the Alberta Catholic School Trustees' Association and the Planning and Research Branch of Alberta Education to draw up specifications for a proposal for the study which met the requirements of both these stakeholder groups.

During this phase also the contractual details were arranged between Alberta Education and the Board of Wainwright RCSSD #31, which acted as the contracting agency. Wainwright RCSSD contracted E.J. Ingram and

Frank Peters of the Department of Educational Administration, University of Alberta to conduct the study. In turn the services of Dr. Erwin Miklos and Dr. Craig Montgomerie of the same department were acquired to assist in the design of the questionnaires and in the analysis of the data respectively.

A Steering Committee was formed for the study consisting of Mrs. Madeleine Paul, Alberta Catholic School Trustees' Association; Mr. George Bunz, Superintendent of Schools, Wainwright RCSSD #31; Dr. Robert J. Carney, The University of Alberta; Mr. J. Kevin McKinney, Executive Director, Alberta Catholic School Trustees' Association; and Dr. Clarence Rhodes, Planning and Research Branch, Alberta Education.

A final component of the mobilization phase dealt with establishing contact with superintendents in all jurisdictions in which the study was to be conducted. Names of school principals were obtained along with approximate numbers of teachers, parents and students.

Design of the Study. It was decided that the information required for the study would best be obtained through the use of questionnaires. Dr. Erwin Miklos and Mr. Joe Docherty from the Council of Catholic School Superintendents of Alberta worked with the study team in designing the questionnaires. Superintendents from all school jurisdictions in the study were contacted to ensure that all specific areas of concern were covered in the questionnaires. A large number of suggestions were received, and where possible, were included.

The questionnaires were pilot tested in Our Lady of the Angels School, Fort Saskatchewan. The data from this pilot study were analyzed and where ambiguity was apparent questionnaire items were amended. A number of additional items were also added to the initial questionnaires before the

final preparation.

It was decided to invite all Catholic schools in the province which had qualified for the Small School Assistance Grants during the first half of 1981 to participate in the study. In that this grant is not available to all school jurisdictions in the province it was further decided to include Catholic schools with a staff of fewer than eight teachers. These figures were obtained from the most current list of Operating Schools in Alberta and were checked with school superintendents.

In conjunction with the Steering Committee it was decided to send questionnaires to all parents, teachers and school board members associated with the small schools in the study. Students in grades six, eight, ten, eleven and twelve were also given questionnaires as were the priest most closely involved with each study school and, where applicable, Parish or Diocese based Religious Education Coordinators.

While questionnaires to the different groups of respondents were not identical, each one dealt with the four factors about which information was sought. A number of questions were asked of more than one group of respondents though not always worded in exactly the same manner. Nor were the questionnaires of equal length. This is due to the fact that certain groups were considered more likely to have feelings or information regarding particular aspects of the schools' operation than would other groups.

The Administration of the Instruments. The third phase of the project involved the distribution of the questionnaires to the schools. In some cases questionnaires were sent to the superintendents. Generally however, school principals accepted the task of distributing the material to the parents, teachers, students, clergy and religious education coordinators.

Each questionnaire was accompanied by a covering letter and a sealable, return envelope. The letter to each group of respondents was essentially the same (see Appendix B).

The questionnaires were sent to the schools in late April and principals were requested to have them returned to them by early May. This was not feasible in all cases and it was not until the middle of June that all completed questionnaires were returned. All completed questionnaires which were returned to the study team were included in the data base. No deadline was imposed and no returns were excluded due to the missing of deadlines.

It was impossible, in all cases, to estimate the exact number of questionnaires required in each school. Estimates were arrived at following consultation with superintendents. An attempt was made to ensure that all schools received more rather than fewer questionnaires than were necessary. Principals in turn were requested to complete a tally sheet indicating the number of questionnaires which they actually distributed. In this manner it would have been possible to calculate the percentage returns for each school and for the entire study population. Due to the small number of tally sheets received however it has not been possible to make these calculations.

Reporting. The final phase of the study deals with reporting. This has two thrusts and deals in one respect with the on-going continuing contact which has been maintained between the study team and the Steering Committee. The second aspect of reporting manifests itself in the report documenting the study and the findings.

During the period from September 1981 to September 1982 the Steering Committee met with the study team on four different occasions. Each meeting lasted approximately half a day and reports were provided on the work

on the project to that point and on planned future work. At all times considerable input was provided by the Steering Committee as to how best the study objectives might be met.

In addition, the study team met with the members of the Council of Catholic School Superintendents of Alberta and explained the project to them.

This report constitutes the second phase of reporting and describes the project in its entirety. Subsequent chapters provide descriptions and analyses of the data obtained in the survey -- both numerical and unstructured -- and the final chapter deals with a discussion of these data and possible implications arising from them.

The Appendices provide a complete list of all items used in the survey questionnaires along with the number of respondents for each level of satisfaction. The covering letter sent to parents is also included and is essentially the same as that sent to other groups of respondents. Finally there is a brief manual presented, outlining in detail the steps one might wish to follow if one were to administer these or similar questionnaires to either the same schools or to a school population not included in this study.

Project Management

The study was conducted by a two man team from the Department of Educational Administration, University of Alberta.

Dr. E.J. Ingram exercised general leadership and had overall responsibility. The Project Director was Frank Peters. Dr. Erwin Miklos and Dr. Craig Montgomerie were retained by the study team as consultants in the areas of instrument design and data analysis respectively.

The study team was answerable to a Steering Committee nominated jointly by the Alberta Catholic School Trustees' Association and the Planning and Research Branch of Alberta Education and appointed by the Director of Planning and Research.

CHAPTER TWO
AN ANALYSIS OF THE DATA - NUMERICAL

Altogether almost three thousand questionnaires were completed by individuals associated with the small schools and returned to the study team. Of these over fifteen hundred were from parents, almost two hundred and fifty from teachers, a thousand from students, seventy from school board members and a total of 36 from priests and religious education coordinators. The total figures in Table 1 provide a detailed and accurate breakdown of the respondents.

Table 1
No. of Respondents by Type of School Jurisdiction

Respondents	Single-School Jurisdiction	Urban Jurisdiction	"Other"	Total
Parents	801	658	112	1571
Teachers	144	65	35	244
Students	725	179	100	1004
School Board Members	62	5	3	70
Clergy and Rel. Ed. Coordinators	22	12	2	36
Total	1754	919	252	2925

Table 1 further identifies the respondents as to the type of school jurisdiction with which they are associated. Nineteen of the thirty-eight schools from which responses were received were single school jurisdictions

while fourteen were classed as urban. The remaining five schools in the "other" category were from jurisdictions with more than one school though not city-based in nature. Table 1 provides a breakdown of the number of respondents from each of these three types of school jurisdiction.

Tables 2 to 12 provide a listing of those questionnaire items with which the largest number of respondents in each group indicated satisfaction or dissatisfaction. For the purpose of compiling these tables both the satisfied and highly satisfied respondents are grouped together. Likewise the dissatisfied and highly dissatisfied are joined. The column headed the adjusted frequency in terms of percentage indicates the percentage of those responding to that question who were either satisfied or dissatisfied. It does not take into account those respondents who circled NA or those who did not answer that item at all.

It seems appropriate at this point to emphasise the overall positive nature of the responses received from all groups. By and large the vast majority of respondents indicated that they were satisfied or highly satisfied with most items on the questionnaires. In practically all cases the mean score for all the responses fell above the mid point of three. On only three items did the mean score fall lower than three. One of these related to the level of satisfaction which teachers had with the counselling services available in their school. The two others related to the level of satisfaction which both clergy and religious education coordinators had regarding the availability of out-of-school and parish youth activities. In all other cases there were more positive than negative responses and in the vast majority of cases the number of respondents indicating dissatisfaction was quite small.

Parents

Table 2 provides a ranked listing of the ten items with which most parents indicated satisfaction. The total number of parents responding to these items varies but is approximately 1550.

Altogether the parents responding to the survey had 2069 children in school. Of these 1271 were in elementary grades, 513 in junior high and 285 in senior high. Five hundred and eighty-one (37%) of the parents who returned questionnaires had children in home-room classes which contained more than one grade.

As Table 2 shows, a very large number of parents are satisfied with the location of the school and the manner in which it is maintained and kept clean. In addition the general education which the children are receiving is found satisfying as is the relationship between the parents and the teachers and the children and the teachers. A very large number of parents indicated satisfaction with the teachers in the school and with the amount of interest which the children have in their school work and in school related activities.

Table 3 lists those items on the questionnaires with which the largest number of parents indicated dissatisfaction. This table appears to indicate a dissatisfaction with essential though supplementary aspects of the school operation. The underlying item may well be the adequacy of funding though this may be tied to the priority which the school board is seen as placing on equipment and facilities. Large numbers of parents indicated dissatisfaction with the counselling and library services and with the variety of courses available and with second language programs at the elementary and junior high school level. Indeed this last item, considering the number of respondents, has the largest percentage of parents indicating

Table 2
Questionnaire Items with which the Largest Number of
Parents Indicated Satisfaction

Rank	Questionnaire Item	Respondents in Satisfied Categories	
		No.	% (Adj.)
1	#59 The location of the school	1476	95.5
2	#1 The education which your child is receiving	1404	90.2
3	#23 The interest which your child has in participating in school activities	1387	89.8
4	#60 The quality of cleaning and general upkeep of the building	1333	87.1
5	#15 The amount of information you received from the school about your child's progress	1321	84.9
6	#29 The quality of the relationship between you and your child's teacher	1315	85.2
7	#64 The school in general	1303	86.2
8	#68d. The teachers	1299	85.5
9	#18 The interest which your child has in his/her school work	1291	83.4
10	#21 The quality of the relationship between your child and his/her teacher	1275	82.4

Table 3

Questionnaire Items with which the Largest Number of
Parents Indicated Dissatisfaction

Rank	Questionnaire Item	Respondents in Dissatisfied Categories	
		No.	% (Adj.)
1	#63 The adequacy of funding available for improvements to the school building, facilities and equipment	271	20.0
2	#10 The counselling services available in the school	263	20.9
3	#13g. Second languages (elem. and Jr. High)	260	26.9
4	#57 The school library	240	16.1
5	#17 The opportunities provided for you to express your views about the educational program offered by the school	229	15.2
6	#3 The variety of courses available	225	15.3
7	#51 The quality of lighting, heating and ventilation in the school	221	14.7
8	#12 The amount and kind of homework which your child is assigned	219	14.8
9	#16 The opportunities provided for you to learn about the school's program	216	14.0
10	#62 The priority which the board gives to equipment and facilities	205	14.6

dissatisfaction of all questionnaire items. There is considerable dissatisfaction too, it appears, with the opportunities which the parents perceive they are given to express their views about the educational program and with the opportunities which they consider they are accorded to learn about the school's program. A substantial number of parents are also dissatisfied with the homework which their children receive and with the lighting, heating and ventilation in the schools.

It should be mentioned that the sources of dissatisfaction are not specifically identified. It seems likely that parents could be dissatisfied with the absence of a particular service or with the inadequacy of a service which was in fact offered.

Table 4 provides a listing of the subjects contained in items 13 and 14 on the parent questionnaire. The adjusted frequencies (percent) are provided indicating the amount of satisfaction and dissatisfaction with each subject.

It appears from this table that there is considerable satisfaction with the "basic" subjects at both the elementary/junior high and senior high school levels. There is considerable dissatisfaction however with anything over and above this core area. The areas of second languages, fine arts, industrial education, and home economics are sources of dissatisfaction for parents of children at all school levels. In addition, a substantial number of parents of children at the senior high school level indicated dissatisfaction with the religion course and the work experience program.

Table 4

Adjusted Parent Frequencies (percent) For Each Subject

Level	Subject	Satisfied/ Highly Satisfied	Dissatisfied/ Highly Dissatisfied
Elem./Jr. H.	Reading	90.2	5.0
Elem./Jr. H.	Language and Writing	86.6	6.6
Elem./Jr. H.	Social Studies	86.3	4.3
Elem./Jr. H.	Science	86.0	3.3
Elem./Jr. H.	Mathematics	86.6	6.0
Elem./Jr. H.	Religion	82.8	6.9
Elem./Jr. H.	Second Languages	44.9	26.9
Elem./Jr. H.	Fine Arts	56.4	14.3
Elem./Jr. H.	Physical Education	83.8	7.8
Elem./Jr. H.	Industrial Arts	46.6	20.5
Elem./Jr. H.	Home Economics	45.8	21.9
Sr. High	English	83.9	4.6
Sr. High	Mathematics	81.2	7.3
Sr. High	Sciences	80.5	6.2
Sr. High	Social Studies	80.5	6.5
Sr. High	Physical Education	84.0	6.9
Sr. High	Second Languages	54.4	16.8
Sr. High	Fine Arts	44.3	18.8
Sr. High	Home Economics	52.2	21.4
Sr. High	Industrial/Technical Education	39.9	27.9
Sr. High	Business Education	57.7	15.6
Sr. High	Religion	69.1	12.1
Sr. High	Work Experience	59.8	12.5

Teachers

Table 5 lists in rank order the ten items with which the teachers responding to the questionnaires indicated satisfaction. A very large percentage of the respondents indicated that they found working in a Catholic school satisfying. It appears that teachers have a positive

Table 5

Questionnaire Items with which the Largest Number of
Teachers Indicated Satisfaction

Rank	Questionnaire Item	Respondents in Satisfied Categories	
		No.	% (Adj.)
1	#19 Working in a Catholic school, in general	230	95.1
2	#13 The information which is provided to parents about their child's progress	228	93.9
3	#6 The qualifications of the teachers	227	98.8
4	#64 The location of the school considering the area served and program offered	226	94.2
5	#1 The educational program offered by the school	220	90.5
6	#2 The emphasis placed by the school on basic skills and academic achievement	219	89.7
7	#61 The instructional supplies which are available in the school	217	89.3
8	#7 The effectiveness of the teachers in the school	216	89.7
9	#71 The school in general	212	76.6
	#40 The opportunities children have for learning about and participating in religious celebrations	212	77.6

perception about their schools in general and the overall program which is offered and the emphasis placed on basic skills and academic achievement in particular. The teachers are satisfied that they are well qualified and that they are doing an effective job.

It is interesting to note that a large proportion of teachers were satisfied with the instructional supplies--papers, pencils, chalk, etc.--which are available in the school. A large number of teachers also indicated that they were satisfied with the opportunities given to the children to learn about and to participate in religious celebrations.

Table 6 provides a ranked listing of those ten items on the questionnaire with which the largest number of teachers indicated dissatisfaction. Heading this list with a high number of teachers indicating dissatisfaction is the school library, followed closely by the counselling services. Large numbers of teachers indicated that they were dissatisfied with the instructional resources which were available in the school--the books, audio-visual materials etc. The equipment--audio-visual machines, laboratory equipment, etc.--was another source of dissatisfaction to a large number of teachers as was the priority which the school board gave to facilities and equipment.

The school buildings and site themselves caused dissatisfaction and were considered inadequate for both present and future needs. Again the lighting, heating and ventilation was seen by many teachers as dissatisfying.

Finally, many teachers indicated that they found the interest which the community showed in the school to be dissatisfying.

Table 6

Questionnaire Items with which the Largest Number of
Teachers Indicated Dissatisfaction

Rank	Questionnaire Item	Respondents in Dissatisfied Categories	
		No.	% (Adj.)
1	#62 The school library	103	42.8
2	#10 The counselling services available in the school	95	46.5
3	#59 The instructional resources which are available in the school	83	34.2
4	#57 The adequacy of the building and site for present needs	74	30.6
5	#60 The equipment available in the school	72	29.6
6	#54 The design and appearance of the school building	70	29.1
	#55 The quality of lighting, heating and ventilation in the building	70	28.8
	#58 The adequacy of the building and site for future needs	70	29.4
9	#68 The priority given by the board to facilities and equipment	56	23.7
	#72 The interest which the community shows in the school	56	23.1

Students

Table 7 provides a listing of the ten items with which the largest number of students indicated satisfaction. Students indicated satisfaction with their basic school program and with the assistance which they were receiving from their teachers. In addition they indicated satisfaction with the amount and quality of the school supplies and with the way in which the students related to one another. Four of the ten items most favourably rated related to the religious component of their program.

Table 8 is a list of the items with which the largest number of students indicated dissatisfaction. The first two items are concerned with the condition of the instructional resources in the school and with the equipment available in the school. A very large number of students were dissatisfied due to the fact that the school work was not interesting and exciting and with the amount of fun and excitement which the students have in school. In addition to this a large number of students were dissatisfied with the availability of courses which were of special interest to them and also with the fact that they considered that teachers didn't pay sufficient attention to the students' opinions. There was also dissatisfaction expressed with the rules which students had to follow.

Three of the items in the list of ten had to do with the physical building. The general appearance of the school building was considered by many students to be dissatisfying as was the heating, lighting and ventilation of the buildings and the general design or layout.

Table 7
Questionnaire Items with which Largest Number
of Students Indicated Satisfaction

Rank	Questionnaire Item	Respondents in Satisfied Categories	
		No.	% (Adj.)
1	#2 How well you are learning to read, write and do mathematics	823	82.7
2	#1 What you are learning in school	819	82.5
3	#6 How your teachers are helping you to learn	775	78.1
4	#29 The religious celebrations which you have at school	732	74.9
5	#24 The way in which students relate to each other	715	72.1
6	#39 How well religious instruction helps you to understand how you should relate to other people	714	73.1
7	#38 How well religion courses help you to understand important things about life	700	72.2
8	#44 The safety of the school building	699	70.9
9	#49 The amount and quality of supplies such as paper, pencils and chalk which there are in the school	696	71.4
	#8 The extent to which you learn what you believe you should be learning in a Catholic school	696	71.2

Table 8

Questionnaire Items with which Largest Number
of Students Indicated Dissatisfaction

Rank	Questionnaire Item	Respondents in Dissatisfied Categories	
		No.	% (Adj.)
1	#47 The amount and condition of books and audio-visual material	381	38.9
2	#48 The types and quality of equipment . . . in the school	348	35.9
3	#15 How interesting and exciting your school work is	321	32.2
4	#3 The extent to which you can take courses which are of special interest to you	319	37.0
5	#43 The lighting, heating and ventilation in the school	316	32.0
6	#23 The rules which students are expected to follow	284	28.5
7	#42 The appearance of the school building	275	27.7
8	#46 The design or layout of the school	269	27.4
9	#25 The amount of fun and excitement students have at school	268	27.1
10	#26 The amount of attention which teachers give to students' opinions	241	24.4

School Board Members

The ten items with which the largest number of school board members indicated satisfaction are listed in Table 9 and they cover a wide variety of areas.

Table 9
Questionnaire Items with which Largest Number
of Board Members Indicated Satisfaction

Rank	Questionnaire Item	Respondents in Satisfied Categories	
		No.	% (Adj.)
1	#62 The location of the school	68	98.5
2	#6 The qualifications of the teachers in the school	64	91.4
3	#63 The quality of cleaning and general upkeep of the building	63	91.3
4	#1 The education which the children are receiving in this school	61	87.1
5	#40 The way in which the school prepares children for receiving the sacraments	60	86.9
6	#61 The transportation services provided for students	59	86.7
	#73a The work of the superintendent	59	86.7
	#73c The work of the teachers	59	86.7
9	#24 The extent of teacher participation in school activities	58	84.1

In addition to finding the location of the school and the general upkeep of the school satisfying, school board members are also satisfied with the transportation services which are provided for the students.

Satisfaction is also expressed with the qualifications of the teachers in the schools, the work they are doing and the extent of their involvement in school activities. The education which the children are receiving is also looked on favourably as is the work of the superintendent. Finally a large number of school board members are also pleased with the manner in which the school prepares the children for the reception of the sacraments.

Not suprisingly the item with which the largest number of school board members indicated dissatisfaction was the adequacy of funding available for improvements to the school building, facilities and equipment. This, and the other nine items with which the largest number of trustees indicated dissatisfaction are listed on Table 10.

The design and appearance of the school building and the quality of lighting, heating and ventilation also elicited a substantial number of dissatisfied responses from the school board members as did the amount and quality of equipment in the schools and the school libraries.

The relationship between the school and the community appeared to be a cause for concern in that dissatisfaction was expressed with the interest which the community shows in the school, the opportunities provided for parents to express their views about the educational program and with the level of cooperation between the school and the parish community.

Second language programs at the elementary and junior high school levels was a cause of dissatisfaction to a number of respondents as was the manner in which student discipline is handled in the school.

Table 10

Questionnaire Items with which Largest Number
of Board Members Indicated Dissatisfaction

Rank	Questionnaire Item	Respondents in Dissatisfied Categories	
		No.	% (Adj.)
1	#66 The adequacy of funding available . . .	22	31.8
2	#67 The amount and quality of equipment . . . in the school	21	30.2
3	#70 The interest which the community shows in the school	16	23.6
4	#53 The design and appearance of the school building	15	21.7
5	#13g Second languages (elem., Jr. High)	14	28.5
	#54 The quality of lighting, heating and ventilation in the school	14	20.2
	#60 The school library	14	20.6
8	#17 The opportunities provided for parents to express their views about the educational program offered by the school	12	17.4
9	#25 The way in which student discipline is handled in the school	11	15.9
10	#48 The level of cooperation between the school and the parish community	11	16.2

Clergy and Religious Education Coordinators

The responses from clergy and religious education coordinators are grouped together for the purposes of Tables 11 and 12. Both the groups of respondents were asked to complete the same questionnaire and since the number in each group was quite small it was considered more meaningful to combine them. These two tables each list the ten items with which the largest number of clergy and the religious education coordinators indicated satisfaction and dissatisfaction respectively.

The respondents in these groups indicated satisfaction with the overall school in general and with the manner in which students are assisted in developing Christian values. This latter sentiment can be seen in the fact that there is satisfaction with the opportunities accorded students to learn about and participate in religious celebrations, with the extent to which Christian values are emphasised in the school, with the amount of emphasis placed on religious instruction, with the assistance given to students in learning how to relate to others and in developing an understanding of their moral responsibilities.

In addition, a large number of clergy and religious education coordinators indicated satisfaction with how they perceived the students to be relating to one another and to their teachers. There was also a substantial amount of satisfaction indicated with the work of the school principal and with the manner in which discipline was handled in the school.

Table 12 lists those ten items with which the largest number of clergy and religious education coordinators indicated dissatisfaction. The two items perceived most negatively related to the availability of out of school parish youth activities and the integration of school and

Table 11

Questionnaire Items with which Largest Number
of Clergy/Religious Education Coordinators Indicated Satisfaction

Rank	Questionnaire Item	Respondents in Satisfied Categories	
		No.	% (Adj.)
1	#11 The opportunities which students have for learning about and participating in religious celebrations	32	88.89
	#28 The school in general	32	88.89
3	#4 The quality of teacher-student relationships in the school	31	93.94
	#17 The extent to which Christian values are emphasized in the school	31	88.57
5	#15 The amount of emphasis placed on religious instruction	29	82.86
	#27c The work of the principal	29	82.86
7	#5 The way in which student discipline is handled in the school	28	82.35
	#6 The way in which students related to each other	28	80.00
	#23 The extent to which religious instruction helps students learn about relating to other people	28	80.00
	#25 The extent to which the school helps students to develop an understanding of their moral responsibilities	28	80.00

Table 12

Questionnaire Items with which the Largest number
of Clergy/Religious Education Coordinators Indicated Dissatisfaction

Rank	Questionnaire Item	Respondents in Dissatisfied Categories	
		No.	% (Adj.)
1	#30 The availability of out of school parish youth activities	16	48.48
2	#31 The integration of school and parish youth activities	15	45.45
3	#21 The appropriateness of the content of religion courses for various age and grade levels	8	23.53
4	#29 The interest which the community shows in the school	7	20.00
5	#3 The guidance and counselling available to students	6	17.65
	#12 The understanding which the students acquire about the role of the Church in today's world	6	17.65
	#13 The extent to which students are learning to practice their faith	6	17.14
	#27a The work of the school board	6	17.14
	#27b The work of the superintendent	6	17.65

parish youth activities. There was also substantial dissatisfaction with the interest which the community was seen as showing in the school.

The appropriateness of the content of religion courses was an item which received a substantial number of dissatisfied answers as did the guidance and counselling services in the schools. Six respondents indicated that they were dissatisfied with the understanding which students were acquiring about the role of the Church in today's world and with the extent to which students were learning to practice their faith. The same number of respondents indicated dissatisfaction with the work of the school board and with the work of the superintendent.

Factors and Selected Items

Individual questionnaire items were grouped together to form the factors around which the study was initially designed, namely Program, Climate, Catholicity and Facilities.

The Program factor relates specifically to the program of studies being followed in the schools. Information was obtained on how satisfied the respondents were with the teaching in the schools, the study habits developed by the students, the particular subjects taught in the school and the success of the schools in preparing students for their future.

The Climate factor is made up of items dealing with the atmosphere existing in the schools. Questions were asked about the relationship existing between the teachers and the students and between the teachers and the parents and the degree to which students were perceived as being excited and motivated by school activities.

The factor dealing with Catholicity is composed of those items concerned with the religious education program in the schools and the extent to which the school was successful in helping students develop an

understanding of the teachings of the Church and its celebrations. Information was sought about the extent to which Christian values were emphasised, fostered and developed in the schools and about the extent to which religious matters were integrated into the overall program of studies. Finally information was obtained on the respondents level of satisfaction regarding the manner in which the school and parish communities interacted.

The fourth factor, that dealing with Facilities, is made up of items dealing with the physical plant and with the equipment, materials and supplies available in the school.

The questionnaires were designed specifically to obtain information concerning these four factors. While the factor analysis conducted in conjunction with the pilot study did, in general, support the placing of the particular items in these factors, it was used primarily as a means of identifying areas of ambiguity. In this report the term "constructed factors" is frequently used because of the manner in which these factors were developed.

Table 13 provides a breakdown of factor scores for each group of respondents on each of the constructed factors. In this table the factors include only those items on which information was sought from each of the groups. This allows for comparison between the groups.

It should be emphasised that in arriving at mean scores for this and subsequent tables which provide factor scores, all items included in the factor were given equal weighting. No attempt was made to prioritize items as to their significance or possible value compared to other items.

The mean scores for each of the five groups on each of the four factors were compared. The Sheffé procedure for comparing mean scores

was utilized and due to the rigorous and conservative nature of this method, a .10 level of significance was considered acceptable.

When we speak of a "significant difference" in this report we are referring to a statistical term. Essentially this term implies that when we say two groups are different we may be making an error. The probability of our making an error is indicated by the significance level which we accept. In accepting a .10 level of significance we are stating that there is less than a 10% chance of being wrong; a .05 level that there is less than a 5% chance, and so on.

Table 13
Mean Scores of Groups on Constructed Factors*

Group	Program	Climate	Catholicity	Facilities
Parents	3.7779	3.8817	3.8429	3.1837
Teachers	3.8011	3.8985	3.7105	3.5370
Students	3.6158	3.5372	3.6767	3.4497
Sch. Bd. Members	3.7226	3.8305	3.6673	3.3123
Clergy & Rel. Ed. Coordinators	-	-	3.5602	-

* Factors contain only items matched in questionnaires to each group of respondents.

An examination of the mean scores in Table 13 revealed the following information:

Program. Parents and teachers were significantly more satisfied with the program to which the students were exposed than were the students themselves.

Climate. Parents, teachers and school board member were all significantly more satisfied with the climate in the small schools than were the students.

Catholicity. Parents again were significantly more satisfied with this facet of the small schools' operation than were the teachers or the students.

Facilities. Both the teachers and the students were significantly more satisfied with the facilities than were the parents.

Table 14 provides a similar type of comparison between the mean scores for the five groups of respondents on a number of particular questionnaire items which were not included in the constructed factors.

In the responses dealing with the work of the school board it was found that teachers indicated that they were significantly more satisfied than did the parents.

As far as the work of the superintendent was concerned both teachers and school board members indicated that they were significantly more satisfied than did parents. When dealing with the work of the principal and the work of the teachers no two groups are significantly different but it is interesting to note the particularly high mean scores on both of these items from all five groups of respondents.

Significantly less satisfied responses were received from students regarding the school in general than were received from parents, teachers and clergy and religious education coordinators.

No significant differences were found between the mean scores of respondents from the different groups on the items dealing with the interest which the community shows in the school and the contribution which the school makes to community life.

Table 14
Mean Scores of Groups on Selected Questionnaire Items

Questionnaire Item	Parents	Teachers	Students	Sch. Bd Members	Clergy & Rel. Ed. Coordinators
The work of the school board	3.5069	3.6500	-	-	3.4000
The work of the superintendent	3.5437	3.9414	-	4.1765	3.5000
The work of the principal	4.0533	4.0218		4.1618	4.2286
The work of the teachers	4.0718	-	-	4.1029	-
The school in general	3.9649	4.0622	3.6543	3.9130	4.1111
The interest which the community shows in the school		3.5165	-	3.2500	3.4571
The contribution which the school makes to community life	3.7839	-	-	3.8676	-

Within Group Comparisons

As mentioned earlier the respondents were divided according to the nature of the jurisdiction in which their particular small school was located. Tables 15 to 19 inclusive provide comparisons within each group of respondents for the mean scores for each sub-group on the four constructed factors.

Table 15 provides the mean scores of parents from the different types of jurisdictions on the constructed factors.

Table 15

Mean Scores of Parents from Different Types of Jurisdictions on
Constructed Factors

Type of Jurisdiction	Program	Climate	Catholicity	Facilities
Single-school	3.7374	3.7611	3.7875	3.6729
Urban	3.9402	3.9284	3.9455	3.7893
"Other"	3.5890	3.5879	3.7000	3.5225
Entire group	3.8119	3.8195	3.8478	3.7115

In examining the responses from the parents we find that on all four factors the parents from the urban schools indicated that they were significantly more satisfied than were those from the other two groups. On the factors dealing with program, climate and facilities it was also indicated that the parents from the single-school jurisdictions were significantly more satisfied than those from the "other" jurisdictions.

In comparing the mean scores of the responses from the entire group of parents it became evident that they had indicated that they were significantly more satisfied with the catholicity factor than with any of the other three. The program and the climate factors were also scored significantly higher by the entire group of parents than was the facilities factor. There was no significant difference between the mean scores for the program and climate factors.

Table 16 provides the mean scores of the teachers from the different types of jurisdictions on the constructed factors. It also provides the mean scores for the entire group.

Table 16
Mean Scores of Teachers from Different Types of Jurisdictions on
Constructed Factors

Type of Jurisdiction	Program	Climate	Catholicity	Facilities
Single-school	3.7459	3.7851	3.5422	3.4978
Urban	4.1150	4.0702	4.0821	3.6569
"Other"	3.7442	3.7621	3.6764	3.5355
Entire Group	3.8487	3.8608	3.7060	3.5364

A comparison of the mean scores on this data revealed that teachers in the urban schools indicated that they were significantly more satisfied than those in either of the other two groups on the program, climate and catholicity factors. There was no significant difference however between the three sub-groups on the facilities factor.

The mean scores for the entire group of teachers indicate that on the factors of program and climate they were significantly more satisfied than they were on the factors of catholicity and facilities. The data further indicate that the entire group was significantly more satisfied with the catholicity factor than with the facilities factor. No significant difference was found between the mean scores on the program and climate factors.

The mean scores for students on the constructed factors is provided in Table 17.

Table 17

Mean Scores of Students from Different Types of Jurisdictions on
Constructed Factors

Type of Jurisdiction	Program	Climate	Catholicity	Facilities
Single-School	3.5397	3.4466	3.5703	3.3221
Urban	3.9746	3.9210	4.1063	3.8803
"Other"	3.6496	3.4363	3.6759	3.5219
Entire group	3.6282	3.5294	3.6768	3.4417

Students from the urban schools indicated that they were significantly more satisfied on all factors than were those in either of the other two sub-groups. The students in the "other" jurisdictions indicated that they were significantly more satisfied than were their counterparts in the single-school jurisdictions on the facilities factor.

In examining the mean scores for the entire group it was found that the score on catholicity was significantly higher than any of the other three factors. Furthermore the program score indicated that the students were significantly more satisfied with this factor than with the climate or facilities factor. Finally the data showed that the respondents were significantly more satisfied with the climate facet of their schools' operation than with the facility.

Table 18 provides the mean scores of school board members on the four constructed factors.

Table 18
Mean Scores of School Board Members from Different Types of Jurisdictions
on Constructed Factors

Type of Jurisdiction	Program	Climate	Catholicity	Facilities
Single-School	3.7515	3.8196	3.7568	3.7459
Urban	3.6170	3.6764	3.5118	3.8534
"Other"	2.9210	3.1190	2.9393	3.6223
Entire group	3.7159	3.7787	3.7035	3.7483

In examining the data in this table it was found that the respondents from single-school jurisdictions and from urban schools were significantly more satisfied than those from the remaining jurisdictions as far as the program factor was concerned. On the factors of catholicity and climate the school board members from the single-school jurisdictions indicated that they were significantly more satisfied than those in the "other" sub-group. No significant differences were found to exist between the scores from the three sub-groups on the facilities factor.

In comparing the mean scores for the entire group no significant differences were found to exist on the scores for any of the factors.

The data from the clergy and religious education coordinators is found in Table 19. Data are provided for three factors only as questions relating to facilities were not asked of these respondents.

No significant differences were found to exist between the mean scores from the respondents from the three different sub-groups.

In examining the data from the entire group however, the respondents indicated that they were significantly more satisfied with the climate factor than with either the program or the catholicity factors. Furthermore, the respondents indicated that they were significantly more satisfied with the program factor than with that dealing with catholicity.

Table 19

Mean Scores of Clergy & Religious Education Coordinators
from Different Types of Jurisdictions on Constructed Factors

Type of Jurisdiction	Program	Climate	Catholicity	Facilities
Single-School	3.5985	4.0061	3.2565	-
Urban	3.6388	4.1208	3.5000	-
"Other"	3.3335	3.8000	3.5000	-
Entire group	3.5972	4.0329	3.3512	-

A Comparison of Teachers and Students

Table 20 provides a comparison of the mean scores of elementary teachers and those from junior and senior high schools on each of the constructed factors.

Table 20

Comparison of Mean Scores of Teachers from Elementary
and Junior/Senior High Schools on Constructed Factors

	Program	Climate	Catholicity	Facilities
Elementary (N=125)	3.8627	3.9364	3.8507	3.6143
Junior/Senior High (N=61)	3.7424	3.8718	3.4972	3.3869

On the two factors, catholicity and facilities, the difference between the two groups was found to be significant at the .05 level. In both cases the elementary school teachers were significantly more satisfied. No significant difference was found to exist between the two groups on the remaining factors.

A similar comparison was made between the responses received from students at the elementary level and those at the junior high school level and the senior high school level.

Table 21 provides the mean scores for the three groups of students on each of the constructed factors.

Table 21
Comparison of Mean Scores of Students from Elementary,
Junior High and Senior High Schools
on Constructed Factors

	Program	Climate	Catholicity	Facilities
Elementary (N=416)	3.8529	3.7427	3.9524	3.7408
Junior High (N=256)	3.5650	3.4889	3.6581	3.3527
Senior High (N=324)	3.3577	3.3166	3.3313	3.1524

Using the Sheffé method, significant differences are noted on all four factors between all three groups. In all cases elementary school students indicated a higher level of satisfaction than did junior or senior high school students. The responses from junior high school students indicated a significantly higher level of satisfaction than did those from the senior high school students.

Tables 22 to 25 list particular items from the students' questionnaire where significant differences were observed at the 0.1 level between the different groups of respondents.

Table 22 lists twenty-three items where significant differences were found between the mean scores for students at the elementary school level and those at the junior high school and the senior high school levels. Furthermore for all twenty-three items listed in this table the junior high school score is significantly higher than that for the senior high school students.

Table 23 lists a further nineteen items from the student questionnaire. For these items there is a significant difference between the responses from the elementary school students and the other two groups. Elementary students indicated that they were significantly more satisfied with these items than were either the junior or the senior high school students. There was no significant difference between the mean scores for the junior and senior high school students.

Table 24 lists three items where the elementary and junior high school students indicated that they were significantly more satisfied than were the senior high school students. There was no significant difference between the mean scores for elementary and junior high school respondents.

Table 25 lists two items on which the mean scores for the elementary school respondents are significantly higher than those for the senior high school respondents. No significant difference was found to exist between the mean score for the elementary school students and the junior high school score nor between the scores for the junior and senior high school scores.

Table 22

Comparison of Mean Scores of Students from Elementary,
Junior and Senior High Schools on Particular Questionnaire Items

No.	Questionnaire Item	Elem.	Junior H.	Senior H.
1	What you are learning in school	4.1195	3.8583	3.6522
3	The extent to which you can take courses which are of special interest to you	3.5819	3.0920	2.5660
6	How your teachers are helping you to learn	4.1711	3.9255	3.6584
8	The extent to which you learn what you believe you should be learning in a Catholic school	4.1567	3.8566	3.5314
9	The kinds of clubs, sports activities, plays, etc. in the school	3.8378	3.6016	3.2693
11	How well you are learning to study	3.8354	3.4706	3.2839
15	How interesting and exciting your school work is	3.5839	3.0078	2.7461
17	How well teachers in the school work together	4.1725	3.8996	3.4578
28	How well you are learning what it means to be a Catholic	4.0931	3.7901	3.3022
29	The religious celebrations which you have at school	4.2408	3.8135	3.6154
30	How much you are learning about the Church in today's world	4.0173	3.7114	3.2090

. . . cont'

No.	Questionnaire Item	Elem.	Junior H.	Senior H.
31	How well you understand what you must do in order to be a Catholic	4.0688	3.7469	3.3654
32	How much you get out of religious activities at school	3.8296	3.3984	3.0730
36	The amount of help you get in school with understanding the Mass and religious activities in the home	3.8059	3.5720	3.1672
37	How easy it is to understand what you are taught in religion courses	3.9465	3.7012	3.3923
38	How well religion courses help you understand important things about life	4.0835	3.8496	3.4534
39	How well religion courses help you understand how you should relate to other people	4.0534	3.7880	3.5761
40	How much religion courses help you to be a better person	3.9483	3.6948	3.3934
41	What you learn in religion will help you when you are older	3.9802	3.7309	3.4131
43	The lighting, heating and ventilation in the school	3.7721	3.2411	2.7188
49	The amount and quality of supplies, such as paper, pencils and chalk, which there are in the school	4.0355	3.7529	3.4357
50	The bus service which is available	3.8209	3.5992	3.3531
51	The cleanliness and tidiness of the school building	3.8689	3.4531	3.2006

Table 23

Comparison of Mean Scores of Students from Elementary,
Junior and Senior High Schools on Additional Questionnaire Items

Item No.	Questionnaire Item	Elem.	Junior H.	Senior H.
2	How well you are learning to read, write and do mathematics	4.1509	3.9765	3.8540
4	The way in which the school is helping you to prepare for education after high school	3.9227	3.4891	3.4149
5	The way in which the school is helping you to prepare for a job	3.6818	3.2140	3.2105
10	The help which you receive at school when choosing courses, deciding on what to do after high school and similar decisions	3.4566	3.2326	3.1379
14	The way in which the school reports to your parents about your work	3.7656	3.5732	3.4671
19	The amount of help which teachers give those students who need help	3.8981	3.6601	3.4783
20	The way in which students take part in school activities	3.8439	3.5469	3.3925
22	The way in which discipline is handled in the school	3.5495	3.2811	3.1906
23	The rules which students are expected to follow	3.5642	3.2000	3.0844

. . . cont'

Table 23 Continued

Item No.	Questionnaire Item	Elem.	Junior H.	Senior H.
25	The amount of fun and excitement students have at school	3.8182	3.1953	2.9969
26	The amount of attention which teachers give to students' opinions	3.6127	3.3095	3.1090
27	The school gives you the feeling of being in a Christian community	3.9581	3.3834	3.2127
34	How much you are learning about religion in courses other than religion courses	3.7062	3.3852	3.2104
35	The number and kind of religious celebrations which there are during school time	3.8600	3.6275	3.4693
42	The appearance of the school building	3.6277	3.1529	3.1988
44	The safety of the school building	4.0758	3.6386	3.5016
46	The design or lay-out of the school	3.6785	3.1765	3.0495
47	The amount and condition of books and audio-visual materials	3.3924	2.8780	2.6852
52	The school in general	3.8992	3.5640	3.4245

Table 24

Comparison of Mean Scores of Students from Elementary, Junior
and Senior High Schools on Three Particular Questionnaire Items

Item No.	Questionnaire Item	Elem.	Junior H.	Senior H.
16	The amount of interest your teachers have in their work	3.9621	3.8264	3.6088
33	The amount of work you do in religion courses	3.7838	3.7659	3.3738
48	The types and quality of equipment such as projectors, laboratory equipment and television sets in the school	3.4665	3.2619	2.6491

Table 25

Comparison of Mean Scores of Students from Elementary, Junior
and Senior High Schools on Two Questionnaire Items

Item No.	Questionnaire Item	Elem.	Junior H.	Senior H.
7	The way in which teachers help you when you have a problem	3.8592	3.7344	3.5480
13	The kind of homework assigned	3.5956	3.5669	3.4044

Table 26 lists the twenty-six items from the teachers' questionnaire on which significant differences were found to exist between the mean scores of respondents from the elementary level and those from the junior and senior high school levels. The difference on all of these items is significant at the 0.05 level.

In twenty-four of the twenty-six cases listed in this table the elementary school teachers indicated that they were significantly more satisfied than were the junior and senior high school teachers. The two exceptions are items 9 and 24, and both have to do with extra-curricular activities.

Table 26

Comparison of Mean Scores of Teachers from Elementary and Jr./Sr.
High Schools on Particular Questionnaire Items

Item No.	Questionnaire Item	Elem.	Jr./Sr. High	Prob.
8	The extent to which the objectives of a Catholic Education are being attained by the school	4.0726	3.7500	.022
9	The extra-curricular activities which are available to students	3.7899	4.2951	.000
13	The information which is provided to parents about their child's progress	4.2258	3.9508	.006
14	The opportunities which the school provides for parents to learn about the school program	4.0583	3.5574	.000
15	The opportunities provided parents for expressing their views about the school program	4.0244	3.5902	.001
16	Your specific teaching assignment	3.9350	3.5082	.031
20	The extent to which the school makes learning an exciting experience for the students	3.8548	3.5902	.046
24	The extent of student participation in extra-curricular activities	3.6481	4.0984	.003
30	The responsiveness of the staff to the ideas of students	3.9076	3.5333	.003

. . . cont'

Item No.	Questionnaire Item	Elem.	Jr./Sr. High	Prob.
35	Your background preparation for teaching religion or participating in religious activities	3.7377	3.2593	.013
36	The objectives of the religion courses with which you are familiar	3.9752	3.2692	.000
37	The content of the religion courses with which you are familiar	3.8264	3.0566	.000
38	The extent to which the school gives students a feeling of being members of a Christian community	4.0492	3.700	.011
39	The understanding which students acquire of basic Catholic beliefs	3.8033	3.4407	.020
41	The understandings which students acquire about the Church in today's world	3.6612	3.2414	.004
43	The interest shown by students in religious activities	3.7295	3.1525	.001
44	The amount of emphasis which is placed on religious instruction in the school	4.0403	3.6739	.006
45	The extent to which the content of religion courses is integrated with other subjects	3.9262	3.4643	.001

. . . Cont'

Item No.	Questionnaire Item	Elem.	Jr./Sr. High	Prob.
46	The extent to which Christian values are emphasized in the program of studies in general	4.000	3.6842	.015
47	The number and kind of religious celebration held in school time	4.1360	3.7500	.011
49	The appropriateness of the content of religion courses for various age and grade levels	3.8430	3.2857	.001
50	The effectiveness of religion courses in helping students develop an understanding of the meaning of life	3.691	3.2586	.006
51	The extent to which religious instruction helps students learn about relating to each other	3.9516	3.5965	.005
54	The design and appearance of the school building	3.5366	3.0820	.015
58	The adequacy of the building and site for future needs	3.3984	2.8983	.010
66	The quality of maintenance of the building	3.9194	3.3607	.003

CHAPTER THREE

ANALYSIS OF THE DATA - COMMENTS

All of those to whom questionnaires were provided were invited to comment as to what they considered to be the best features of the program and general operation of the school. They were also invited to comment on those areas of the school operation and program in which they would like to see improvements. A very large number of respondents availed themselves of this opportunity to describe aspects of the schools' operation which they commended or in which they would like to see improvements.

While an attempt has been made to draw the many comments together and to present them in a meaningful manner the task has been complicated somewhat by the fact that the identical comment appears as a strength of a school's operation on one questionnaire and as an area requiring remediation in another. This type of apparent contradiction may be explained in a number of ways and no attempt was made by the study team to apply any criterion of accuracy. An attempt has been made to include the essence of all of the comments made.

The data in this section has been divided according to the group of respondents from which they were received and sub-divided again according to the constructed factors.

Parent Comments

Program. An extremely large number of parents indicated that they felt very satisfied with the school program in general. More specifically the religion program was singled out by many parents as being worthy of mention. In many cases parents referred to the assistance which weaker students received as being a valuable feature of the school operation.

In many cases too parents referred to the small class sizes and the more individualized attention which students received.

The work of the teachers and principals was considered by very many parents as commendable and many comments were made regarding the good teaching which the students were receiving.

In a number of cases particular programs were mentioned by parents as among the better aspects of the schools' operation. These comments referred to the french and the math programs and in one case, the band program. The family-life education programs were also commented on favourably by a number of parents.

The hot lunch program in a particular school received a number of favourable comments. The sports program and extra-curricular activities were commented on positively by a large number of parents.

The emphasis which the schools are seen as placing on the basic subject matter was a point which a very large number of parents considered commendable.

In a similar vein however a very large number of parents commented that they would like to see a greater emphasis placed on the basics. Among the program areas very frequently mentioned as in need of improvement were mathematics and french. Indeed a large number of parents indicated that they would like to see french taught at the grade one level. The absence of home economics and industrial arts courses was commented on by many. A number of parents indicated that they would like to see a second language program in their school -- the particular language was not specified.

The absence of programs for "special" students, whether gifted or handicapped, was commented on by many parents and a large number also

saw the music and art programs as areas where they would like to see improvement. A debating program was also felt to be a need by some parents and inadequate kindergarten programs were also referred to.

Penmanship classes and nutrition programs were mentioned by a number of parents and a substantial number referred to the counselling services as in need of improvement. Computer courses and sex education courses were two other areas where a number of parents felt the program could be expanded. A number of parents requested more regular or additional homework for the students but a number also indicated that they considered the students to have an excessive amount.

A number of comments were made indicating dissatisfaction with the teachers and the school principal. Some felt that only Catholic teachers should be hired for Catholic schools while a number indicated that only french speaking teachers should teach in french communities. A number indicated that more experienced teachers would be more effective in the demanding situation found in small schools but a number also stated that younger teachers ought to be hired to teach the younger children. A number also indicated a concern with staff turnover.

A fairly large number of parents indicated that they were unhappy with having their child in a classroom with more than one grade. A number of parents also indicated that they would like their school to continue either to grade nine or in some cases to grade twelve.

Climate. Many parents commented favourably on the atmosphere in the school and on the relationship which existed between the students and the teachers. The general morale and school spirit was also mentioned in a number of cases as being commendable. The discipline in the schools was also seen by many as a strong point and a very large number of parents

commented favourably on the manner in which parents were involved in the school.

Quite a large number of parents however indicated that the communication between school and home needed improvement and there was also a large number of comments stating that there ought to be more parental involvement. A number of parents saw discipline in the schools as needing improvement while a few indicated dissatisfaction with what they termed "the attitude of the students".

Catholicity. A very large number of parents commented on the religion program in the schools as one of the best features. Associated with this were favourable comments regarding the religious celebrations in the schools, particularly Mass and Confession. One parent commented that the general approach to education in the school was "in the spirit of the Christian community. It is one of tolerance and mutual respect. Fabulous!" This seems to capture the sentiments expressed by many of the parents with regards to the catholicity component of the school.

A number of parents commented that their children's attendance at a Catholic school provided them with an opportunity to understand what it means to be a Catholic and also provided them with a chance to practice their beliefs. A number of parents commented favourably on the assistance which the students were receiving in their moral development.

The religion program was, however, identified by very many parents as an area where they would like to see improvement. A large number of parents indicated that they didn't like the program -- particularly for the higher grades. A fairly large number of respondents referred to the apparent inadequacy of the teachers in dealing with the subject

and a few mentioned that teachers in a Catholic school should be required to take one or more courses to obtain insights into their faith. A number of parents referred to the fact that some teachers -- in all cases referred to as a small minority -- were not practicing their religion or not living in a manner which they as parents considered appropriate for a teacher in a Catholic school. A few parents also commented on the fact that the environment in the school could be made "more Catholic" and that behaviours such as swearing, stealing and lying should be discouraged in a more forceful manner.

A number of parents emphasised that this facet of the schools' operation was the one which distinguished it from the public schools. They stressed the importance of the selection of teachers who were competent to teach religion and who would provide an appropriate example outside school.

Facilities. A number of parents commented on certain aspects relating to facilities as among the better features of the school. A number commented on how clean their schools always were while another commented on the very well stocked library. Yet another referred to the excellent playground.

A very large number of parents found the area of facilities as being in need of improvement. Many comments stated that the buildings and grounds were in a poor state of repair and a number of parents indicated that they considered the building, or certain features of it, to be unsafe. The library and the physical education facilities were those areas most frequently identified as in need of improvement though comments were also received regarding inadequate lunchrooms and science laboratories.

Quite a few parents commented on the age and condition of many of the books. A number also indicated that there were not enough text books for the students. In a similar manner a number of respondents felt that the school equipment was outmoded and inadequate.

By far the largest number of comments identifying areas of possible improvement related to facilities. It is evident that many of the parents consider the school buildings and equipment to be run-down, out-moded and in need of substantial upgrading.

Teacher Comments

Program. Many teachers commented that the low pupil-teacher ratio was commendable. They considered that the quality of the program offered was high and saw the dedication which their colleagues brought to their jobs as a strong feature of the schools. A number of teachers commented that their schools were offering valuable remedial assistance and felt that the variety of subjects offered was good. A small number of teachers referred to music programs or counselling services as strong points and quite a large number liked the emphasis which was being placed on basic subject matter.

In identifying areas in the program where improvements could be brought about the teachers most frequently commented that particular courses were not offered. For example there were a large number who indicated that there was no Industrial Arts or no Home Economics or no French. The need for special education programs and counselling services was also mentioned by a large number as was the fact that the school offered no second language. A number of teachers indicated that they were unhappy with the religion program and a small number indicated their unhappiness with multi-grade classrooms.

Climate. Very many teachers commented positively on the atmosphere and morale in their schools. A number indicated that they considered that the students were being handled in a positive way and more expressed the view that discipline was well managed.

The attitude of both the teachers and the students was commented on positively and the relationship existing between the two groups was also seen as being very healthy. A number of teachers also commented on the cooperative relationship existing between the teachers and the parents. A large number of teachers also pointed out that the relationship between the teachers and the administration was very good and a few referred to the quality of the leadership demonstrated by the principal as one of the better features of the school.

A number of teachers referred to what they perceived to be poor communication between the school board and the school as an area requiring improvement. Some also referred to a need for stronger discipline in the schools and to a need for a better relationship between the teachers and parents. Not all teachers were pleased with the work of their principals nor of their superintendents and a substantial number drew attention to what they considered to be the unrealistic work load imposed on teachers. A small number also commented on the fact that teachers had to supervise students during their lunch break.

Catholicity. While not as common as on the parents' responses a large number of teachers spoke highly of the schools in which they taught in terms of its religious dimension. The Christian atmosphere in the schools was referred to by many as a strong feature in the school and the religious program too was commented on by many as being a positive feature.

A number of teachers felt that the religion courses were inadequate however and a number also indicated that teachers who taught the religion courses hadn't adequate preparation. One teacher expressed the need for a "Basics of Catholicism" course. A small number of teachers expressed the opinion that an improvement in "the Christian attitude" in the school was desirable.

Facilities. Very few teachers commented favourably on the facilities. Only one teacher commented on the lab facilities as being notable and another spoke highly of the supplies and books available in the school.

A very large number of teachers indicated that they felt their facilities were inadequate and in need of improvement. The library was an area of particular concern to many teachers though inadequate physical education equipment and audio visual equipment was also mentioned frequently. A number of teachers also commented on the need for more and for better playground equipment.

Student Comments

A larger proportion of students provided comments than any other group of respondents. Over fifty percent of the students provided comments of some nature.

Program. The one program about which a large number of students commented positively was the physical education program. A substantial number spoke more generally about the courses they were able to take as being among the schools' better features and a number of others referred to "interesting subjects." The quality of the education they were receiving was commented on favourably by many. A smaller number of students indicated that they thought highly of the computer courses which were

offered and the options available to them.

A very large number of students indicated a desire for more option courses. Many students expressed a specific need for home economics and industrial arts and a few mentioned courses "which will be of use to us after we graduate." The religion course was mentioned by a number as an area where improvement was needed. Again, a small number indicated a need for computer courses and for second language courses while some students also indicated dissatisfaction with correspondence courses.

Climate. A very large number of students referred favourably to the atmosphere in their school. Many also saw the teachers and the students as positive features and considered "the way the school is run" to be an asset. The overall relationship which existed between the teachers and the students was commended by many students and many also indicated that they thought the size of the school was a positive feature. In many cases this was augmented by a comment concerning small classes.

A small number of students indicated that they were unhappy with split classes and a number also indicated that discipline was too strict. A few indicated that they considered the school too small and a number also stated that they would like a different teacher for each subject. A number of students were concerned that their classes were too large while a few expressed concern with long hours.

Catholicity. A large number of students mentioned the fact that being in a Catholic school was of significance and a large number also mentioned the religion courses as being strong features of the school. A small number mentioned that the school helped them learn about "the important things in life" and in some schools the presence of what was

referred to as a "Christian attitude" was noted.

A number of students however indicated that they felt religion courses should be optional and others felt that the courses needed changing. Some felt that there were not enough religion classes.

Facilities. By far the largest number of comments from students were concerned with facilities. While a small number of these were positive in nature the vast majority referred to areas where it was perceived that improvement could be brought about. Almost all the positive comments had to do with the gymnasium or the physical education equipment though a small number mentioned the other equipment in the school and a similarly small number drew attention to the cleanliness of the buildings.

The areas identified for improvement by students were varied and comprehensive. A very large number referred to the poor condition of the school and/or the playgrounds. The library was another area mentioned by a large number of students. The poor state of equipment was referred to by a large number of students also and this covers a variety of items such as desks, sports equipment, lockers, drinking fountains, computer terminals, weight-lifting machines, vending machines and pay telephones. Of a more structural nature some students mentioned the need for better facilities for the ill and a number also wanted study rooms and working areas set aside in their schools, along with lunch rooms or cafeterias. A number of students indicated that wash-room facilities needed improving and a number also indicated that showers were needed. In one school a number of students indicated that teachers and students should have separate showers available to them. The heating and ventilation systems in the schools was also pointed

out by many students as in need of improvement. A small number of students indicated dissatisfaction with busing services, in particular the long hours spent travelling.

School Board Member Comments

Program. A number of school board members indicated that they felt the general operation of their schools was very satisfactory. The academic program was identified by a large number as being a strong feature as was the religion program.

In identifying program areas where improvement was needed the most frequently mentioned subjects were second languages, industrial education and home economics. The junior high school religion program was mentioned by a number of trustees as unsuitable. The absence of programs for gifted students was noted by a number of respondents and a number also indicated that the program would be enriched by greater participation of parents -- particularly the religion program. The poor state of career counselling was mentioned by a number of board members.

Climate. A number of trustees referred to what they perceived to be good staff rapport and the overall good atmosphere in the school. A number of respondents referred to the good relationship between the teachers and the students and also between teachers and parents. A number of trustees also mentioned the leadership of the school principals and the dedication of the teachers as among the schools' better features. Indeed the staff was the single positive feature of the small schools mentioned most frequently by the school board members. A number also referred positively to the attitude of the students and the way discipline was handled in the schools.

The area in which school climate could be improved which was most frequently mentioned by school board members related to greater participation by the parents in the schools. A number of trustees mentioned that the schools needed greater support from the Catholic community; that the priest ought to be more actively involved in the school and that greater efforts ought to be made to ensure that all Catholic children in the area attended the Catholic school. A number of trustees also indicated that these schools require practicing Catholic teachers.

Facilities. The comments from school board members regarding facilities were generally of such a nature as identifying areas where improvement was desirable. The underlying comment, and that most frequently noted was that additional funds were required. Only a small number of comments dealt with the upgrading of buildings themselves though a number of respondents did state that additional space was required.

A number of comments from the school board members indicated that there was a need for additional and more up-to-date equipment in the schools though one respondent indicated that more frequent use of the existing equipment was also desirable. Finally a number of trustees indicated unhappiness with the janitorial service in their schools.

Clergy and Religious Education Coordinator Comments

Program. A large proportion of the respondents in this group indicated that they felt the religion program was good.

Many of the respondents however felt there were ways in which this program, and others, could be improved. The fact that teachers need special training in order to teach religion effectively was stressed by

many. Others mentioned that the programs themselves -- the "Come to the Father" and the "Spirit of the Lord" programs were inadequate and in need of improvement. The junior high school program was mentioned as in particular need of upgrading. A number of respondents mentioned the need for family life education programs and it was also mentioned that teachers are needed who can deal with the topic of sexuality in a wholesome open manner, particularly at the junior and senior high school levels. A number of respondents also expressed a need for capable Catholic counsellors in their schools.

A number of respondents indicated that there was a need for second language instruction and that more emphasis ought to be placed on basic subjects and that teachers are required in these schools who can impart "Christian values and principles" even when they teach secular subjects. It was pointed out by a small number of respondents that there was not enough "Canadian content" in the curriculum, particularly in social studies.

Climate. Very many respondents referred to the good atmosphere which exists in the school and the manner in which the priests and the parish team was made feel welcome in the school was also mentioned by a few. It was mentioned however that improvement was needed in a number of cases, in the relationship between the school board, the superintendent, the teachers, the parents and the parish. A number of respondents mentioned the need for a more conscious and concentrated team approach. The high turnover of staff was also mentioned as a problem.

Catholicity. Many of the comments included under "program" might just as easily be placed in this paragraph. In addition to those already

mentioned however there were a number of comments regarding the value of an annual retreat which might involve teachers, students and parents. It was emphasised by a number of respondents that parents must be more actively involved in helping their children grow in their understanding and practice of their faith. The concern was expressed that in many cases the work in the school is wasted when parents don't provide reinforcement. The concern was expressed by a number of respondents that teachers don't prepare for their religion classes as they do for others and a small number expressed the view that they weren't always sure they were welcome in the schools.

CHAPTER FOUR

DISCUSSION AND RECOMMENDATIONS

A number of interesting points emerged as a result of the analysis of the data and these will be discussed in this chapter.

The Overall Level of Satisfaction

While one must be impressed with the overall level of satisfaction indicated by the respondents in the study a close examination of the data contained in Appendix A and on Tables 3, 4, 6, 8, 10 and 12 indicates areas where substantial numbers of respondents were dissatisfied. While it is gratifying to know that by far the greater number of parents are satisfied with the general operation of the schools, the particular areas where concern is expressed may well indicate to decision makers facets of their schools' operation where adjustments and improvements can be made. It is very clear from the responses to the questionnaires, and in particular from the comments, that the respondents are seeking to improve the operation of their schools. The positive, optimistic nature of the responses is impossible to retain when presented in summary form though it is very striking as one examines the data. Suggestions and comments were presented in a helpful, concerned manner and appeared to indicate a supportive public wishing to improve a school operation which was already perceived in an extremely positive light. It is necessary to emphasise this because this feature may well become less focussed as we examine the areas in which improvements can be brought about.

It is clear when examining the questionnaires that individual items are often related to other items. So too alterations in one area identified in the study as in need of improvement may impact on many other areas.

Examples of these might be the school library or providing more opportunities for parents to express their views about the educational program in the schools. Improvement in these areas could lead to better overall programs, could also improve the atmosphere in the school and could improve the feeling which parents have about the school. Many of the items identified as in need of improvement appear to be of a somewhat generic nature and it would be appropriate for decision makers in each school jurisdiction to examine areas in which they might bring about improvements of this nature.

As mentioned earlier in the report the mean scores fell below the mid point of three on only three items in all the questionnaires. This indicates that there were more people who indicated that they were satisfied among the respondents than those indicating dissatisfaction. On very few items however was the mean score over four, indicating that there were not a large number of items with which the respondents were overwhelmingly satisfied. It should be mentioned that the work being done by the teachers and the school principals was among those receiving an overall rating of above four.

Specific Subject Areas

Table 4 provided an indication of the number of parents who stated that they were satisfied or dissatisfied with each subject area. As mentioned earlier in the report the basic subjects at both the elementary/junior high school level and at the senior high school level appeared to be satisfying to the vast number of parents. Over and above that however there was a very substantial amount of dissatisfaction evidenced.

Industrial Arts and Home Economics at both the elementary/junior high level and the senior high level elicited responses of dissatisfaction

from over twenty percent of the parents. In addition three of these subjects received satisfaction ratings from fewer than fifty percent of the respondents -- high school home economics received a satisfied rating from fifty-two percent of the respondents though industrial arts dropped to just below forty percent.

It may be safe to surmise that the parents of children in junior or senior high schools where the subjects are not offered are dissatisfied with this fact. It is also interesting to note that there is considerably less satisfaction with industrial arts than with home economics though the reasons for this are not apparent.

A substantial number of parents indicated concern with subjects other than industrial arts and home economics however. Indeed the second language component of the elementary and junior high schools received the second highest percentage of negative responses and was third lowest in the percentage of positive replies. Among other subjects which received a substantial amount of negative responses were fine arts, business education, work experience and religion at the high school level. Decision makers in each school jurisdiction may want to consider whether the dissatisfaction is due to the fact that the program which is offered is inadequate or is due to the fact that these particular subjects are not offered at all.

It is worth noting that the comments received from parents and other groups of respondents repeat these same concerns. Many parents requested that second language instruction, and in particular French, be offered in their school, even at the grade one level. Similarly, concern was expressed about the home economics, industrial arts, music, fine arts and religion programs. It would appear that in many schools attempts to improve these areas of operation would meet with substantial support.

Examination of Factors

An examination of the scores for each of the groups on the constructed factors indicates that in practically all cases the score on the facilities factor was lower than on all other factors. In the case of parents, teachers and students this score is significantly lower than on other factors. School board members rate the facilities factor higher than the program or catholicity factors but the difference is not considered to be statistically significant.

Again, decision makers may wish to consider the implications for both students and teachers of working in an environment which they consider to be deficient. The comments received from all groups of respondents indicate that they consider renovations to the buildings and grounds necessary in many cases. In practically all schools it appears that equipment is considered to be either out-moded or deficient. The quality of the lighting, heating and ventilation is also considered by many to be in need of upgrading. These comments might more easily be dismissed if they could be associated only with a small number of schools. This is not the case however, and the widespread nature of the concern in this area ought to be considered seriously.

It is interesting also to note that by and large parents, teachers and school board members are all more positive about the schools' operation than are the students. The one exception to this is in the area of facilities where the students indicated a higher level of satisfaction than did the parents.

It appears that there is considerable concern over the catholicity factor in the schools. Here again the parents indicated that they were significantly more satisfied than were the students or the teachers. While the differences were not significant the mean scores for both the school board members and the clergy and religious education coordinators

were also lower than for the parents. Numerous comments were expressed by respondents in regard to the religious program and it was emphasised that there is a greater need for the school, the parish and the home to work very closely together if this aspect of the schools' operation is to be successful.

It is interesting to note also that of the three factors about which the clergy and religious education coordinators were asked, they indicated less satisfaction with catholicity than with either of the other two. It is interesting also to note that there were a substantial number of either uncertain or N/A answers from the clergy and religious education coordinators. These figures (see Appendix A) might indicate that the extent of cooperation between the schools and the parish is not as high as might be desired. Again it would appear that this question ought to be examined at a local level with a view of considering its ramifications.

Differences Between Groups

It has been mentioned that significant differences were found to exist between the level of satisfaction indicated by different groups of respondents on various questionnaire items and on the constructed factors.

Of particular interest is the indication from parents and students in urban small catholic schools that they are significantly more satisfied on all four factors than are their counterparts in the small catholic schools in non-urban small schools throughout the province. A similar finding emerges for teachers on the three factors of program, climate and catholicity. It is interesting also that among the teachers from the different types of jurisdictions no significant difference emerged on the facilities factor though this was the factor with the lowest overall rating.

A possible explanation for this difference may be found in the fact that the urban small school is not as isolated as are most of the others in the study. While facilities may be unsatisfactory and equipment in short supply or out-moded, the physical proximity of other schools and other teachers within the same system may be a source of some satisfaction to teachers. Resources, in fact, may not be in as short a supply, in that supplementary services may be available through a central office or some other agency within the community.

Students too may be less dependent on the school in urban areas for many services and sources of satisfaction than they are in the non-urban areas. Community league activities and the variety of other agencies which operate within the urban areas may provide services for the youth which may be missing in smaller communities. Sporting activities too may be more satisfying in nature even through the schools, in that system-wide arrangements can be made for competitive events.

Parents in the non-urban areas may feel that their children lose out somewhat because of the absence of some of the opportunities which are available to the urban students. Indeed their children's teachers may not have the same opportunities for on-going in-service and professional development as do the teachers in urban areas.

It should also be mentioned in this context that small schools in urban systems may just not be as financially handicapped as are those in rural areas. While the comment made by one school board member that small schools are costly and inefficient applies to all small schools, those in urban systems may be able to avail of system-wide services at a more economical rate than in non-urban areas. The larger urban systems may be able to offer maintenance, repair, or other supplementary services

to a number of schools at a rate which is more economical than anything a single-school jurisdiction or small rural school system could provide. This same factor can impact on staffing, in that the services of itinerant specialist teachers may be available to a number of schools on a part-time basis -- a feature which may not be available to the non-urban systems. Similarly teacher-aides and substitute teachers may be more easily obtained in the larger systems with the consequent impact on school program and climate.

The differences between the levels of satisfaction expressed by students and teachers at the different levels of school operation should also be noted. The reasons why elementary school students and elementary school teachers are significantly more satisfied than their counterparts at the upper levels may be difficult to identify. It may be acceptable that elementary school students are just more enthusiastic than older students and may be less cynical about their schools and the adults they work with. It may also be that teachers in the small catholic elementary schools don't feel as deprived of necessary amenities as do those teachers working with older students. It may also be that older students feel more acutely the constraints imposed upon their education by the size of their schools. It may be that the relationship which students and teachers are able to establish between them at the elementary school level is more rewarding than that which the teachers and older students are able to establish. Whatever the reasons for such findings it is obvious that consideration must be given to improving the level of satisfaction of teachers and students in the upper grades to bring it more in line with that experienced by elementary teachers and students.

Recommendations

It is clear from the information obtained from the respondents that many areas pertaining to the operation of small catholic schools ought to be investigated further. While many of these can only be addressed at a local level, it seems appropriate to make recommendations in the following areas:

Program. While there was substantial satisfaction shown with the basic instructional program, certain areas were identified as clearly in need of improvement. With this in mind it is recommended:

1. That the administrators of small catholic schools give priority to alleviating the deficiencies in the counselling services in these schools;
2. That consideration be given to ways whereby students can be provided with a broader range of subjects to meet their varied abilities and interests;
3. That second languages, industrial arts and home economics be given a higher priority than at present.

Climate. In general the climate in the small catholic schools was perceived as being positive. In that areas of concern were identified, however, it is recommended:

4. That the staff and administrators in the small catholic schools consider means of involving the parents to a greater extent, in decisions regarding the school program;
5. That consideration be given to improving the working relationships between school, parish and community.

Catholicity. Many areas pertaining to this factor were identified by respondents as being satisfying. There were a number of concerns evident however, in the numerical data and in the comments and as a result of these it is recommended:

6. That the appropriateness and the effectiveness of the high school religion program be assessed;

7. That the question of the role of the Church in today's world be more clearly described for students;

8. That consideration be given to the training which teachers of religion require.

Facilities. This factor was the one in which most areas of dissatisfaction were identified. It is recommended:

9. That the funding available for the operation of small catholic schools be re-assessed;

10. That consideration be given to improving the library facilities in the small catholic schools;

11. That the appearance and safety of the buildings and playgrounds be improved;

12. That a systematic method of improving the quality and the amount of equipment in the schools be adopted;

13. That the quality of lighting, heating and ventilation in the schools be improved;

14. That school boards place more emphasis on the quality of the facilities and equipment.

Conclusion

An attempt has been made to highlight the major findings of the study and to provide possible explanations for them. The intent in doing this was to enable decision makers in individual schools to more easily examine their own particular environment with a view to its improvement. Most of the major findings of the study appear to have broad applicability

as evidenced by the fact that a large number of comments from respondents support them.

While emphasis has been placed on identifying areas where improvements are required and may be initiated and carried through either by a school staff or by school system administrators, the underlying feature may well be that small schools cannot overcome these deficiencies given the present amount of money available to them. The inadequacy of the funding for improvements in the areas of building, facilities and equipment was drawn attention to by large number of respondents in both the questionnaires and the comments. The additional programs which are being sought will also demand money, either by way of additional staff or expanded facilities or both, if they are to be implemented successfully. The renovations to existing buildings -- many of them quite old -- are unlikely to take place if school systems have to add any portion of the cost to their existing budget. One might surmise that existing funds are being used wisely in that there is fairly general satisfaction with the basic educational program. It appears however that there just is not sufficient money available to make it possible to offer those additional services which might enhance and enliven the overall program from the perspective of the parents, the teachers and the students.

A copy of the report for each individual school involved in the study has been forwarded to the respective school board offices.

APPENDIX A

Data Gathering Instruments
and
Numbers of Respondents

ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION

SCHOOL SURVEY

PARENT QUESTIONNAIRE

Responses to the statements in this questionnaire will help us to understand how parents feel about the programs and general operation of small Catholic schools. The results of the survey will help school boards and teachers to continue emphasizing those aspects which receive support and to try to change those which seem to require improvement.

Please respond to each statement according to the instructions provided for each part of the questionnaire.

Please do not write your name or the name of the school on this booklet. All respondents will remain anonymous. Individual schools will not be identified in the general report on the study. Any information which is made available to individual schools will be presented in a form which will ensure confidentiality and anonymity. Items which relate to specific individuals or groups will not be analyzed by schools but only for the total sample.

Please return the questionnaire in the envelope provided at your earliest convenience.

PART A

Please circle the response which best describes how satisfied you are with each of the following items as these relate to the program and operation of the school which your child attends. If you have more than one child at the school, and if your response might differ according to which child you have in mind, please make a judgement as to which response best indicates your general level of satisfaction with the item.

HS = HIGHLY SATISFIED

S = SATISFIED

U = UNCERTAIN

D = DISSATISFIED

HD = HIGHLY DISSATISFIED

NA = If the statement is not applicable or
if you feel you have insufficient
information about the item.

		<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
1.	the education which your child is receiving?	328	1076	109	40	4	1
2.	the emphasis placed by the school on basic skills and academic achievement?	281	985	185	67	7	19
3.	the variety of the courses available?	141	868	240	187	38	82
4.	the base which the school program provides for further education?	154	812	347	81	10	132
5.	the way in which the school program is preparing your child for future employment?	115	620	407	109	23	267
6.	the qualifications of the teachers in the school?	371	811	247	59	18	54
7.	the effectiveness of the teachers in the school?	337	836	248	90	18	18
8.	the extent to which the objectives of a Catholic education are being achieved by the school?	313	869	214	78	12	61
9.	the extra-curricular activities (sports, plays, concerts, etc.) which are available to students?	340	834	170	150	37	30
10.	the counselling services available in the school?	110	426	462	184	79	289
11.	the study habits which are being promoted by the school?	156	783	350	153	31	76
12.	the amount and kind of homework which your child is assigned?	115	982	172	178	41	71

Please respond to #13 and/or #14 depending upon whether you have sufficient knowledge about the grades 1-9 program, the grades 10-12 program or both.

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
13. the content and quality of instruction in each of these subjects in the elementary and junior high school grades:						
a. reading	308	944	67	62	7	32
b. language and writing?	255	946	97	77	13	28
c. social studies?	190	969	144	36	8	61
d. science?	180	968	144	36	8	65
e. mathematics?	270	929	102	71	13	28
f. religion?	304	821	140	74	20	53
g. second languages?	72	363	273	180	80	393
h. fine arts?	86	521	315	116	38	298
i. physical education?	233	907	114	84	22	45
j. industrial arts?	36	297	238	86	61	605
k. home economics?	37	281	223	86	66	629
14. the content and quality of each of these high school program or courses:						
a. English?	73	340	56	15	8	247
b. mathematics?	70	328	56	28	8	241
c. sciences?	60	327	64	17	13	249
d. social studies?	55	333	63	24	7	246
e. physical education?	92	313	44	23	10	245
f. second languages?	36	203	126	52	22	287
g. fine arts?	24	150	145	43	31	325
h. home economics?	22	166	95	37	40	354
i. industrial/technical education?	19	117	110	47	48	371
j. business education?	31	199	107	41	21	308
k. religion courses?	52	283	91	36	23	245
l. work experience?	52	201	117	31	22	298

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
15. the amount of information you receive from the school about your child's progress?	436	885	67	133	35	3
16. the opportunities provided for you to learn about the school's program?	259	809	252	177	39	19
17. the opportunities provided for you to express your views about the educational program offered by the school?	196	738	345	182	47	40
18. the interest which your child has in his/her school work?	331	960	118	120	19	4
19. the amount of interest teachers have in their work?	387	720	305	80	28	33
20. the quality of working relationships among the teachers?	237	672	427	59	25	122
21. the quality of the relationship between your child and his/her teacher(s)?	435	840	160	89	24	4
22. the amount of individual attention which teachers give your child?	305	738	324	122	50	19
23. the interest which your child has in participating in school activities?	368	1019	104	46	7	13
24. the extent of teacher participation in school activities?	314	813	297	53	12	62
25. the way in which student discipline is handled in the school?	264	783	252	152	66	37
26. the rules which students are expected to follow?	280	979	177	75	21	26
27. the level of student morale in the school?	256	777	346	80	26	68
28. the responsiveness of the school to the ideas of students?	117	606	557	65	22	168
29. the quality of the relationships between you and your child's teacher(s)?	359	956	135	79	15	10
30. the quality of the relationship between the board and parents?	78	491	577	152	71	171
31. the extent to which the school gives children the feeling of being members of a Christian community?	290	890	245	62	24	39
32. the understanding which your child has of basic Catholic beliefs?	305	941	174	76	20	36
33. the opportunities which your child has for learning about and participating in religious activities?	323	936	174	71	19	33

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
34. the understandings which your child has about the Church in today's world?	145	833	406	84	11	63
35. the extent to which your child is learning how to practice his/her faith?	201	983	222	76	16	45
36. the general orientation of and emphasis in religion courses?	195	866	294	76	21	82
37. the relationships between the school and the parish church?	343	832	212	65	27	63
38. the way in which the school prepares children for receiving the sacraments?	425	784	158	47	14	115
39. the interest which your child shows in school religious activities?	275	971	196	56	3	42
40. the amount of emphasis which is placed on religious instruction?	230	890	285	67	19	48
41. the extent to which your child learns about religious matters in courses other than religion?	140	706	506	55	20	101
42. the extent to which Christian values are emphasized generally in the school?	236	890	275	78	18	41
43. the number and kinds of religious celebrations at school?	273	918	215	73	17	47
44. the extent to which religious activities at school reinforce those of the Church and the home?	216	924	280	42	12	57
45. the appropriateness of the content of religion courses for the age and grade level of your child?	236	945	218	69	14	52
46. the effectiveness of religion courses in helping children develop an understanding of the meaning of life?	236	883	291	56	22	46
47. the extent to which religion courses help children learn about relating to other people?	211	931	281	57	13	43
48. the extent to which religion courses help children develop an understanding of their moral responsibilities?	197	933	271	72	14	47
49. the contribution which religion courses make to preparing children for adult life?	181	837	343	72	14	81
50. the design and appearance of the school building?	216	993	131	129	59	10
51. the quality of lighting, heating and ventilation in the school?	177	825	279	167	54	43

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
52. the safety of the school building?	201	979	247	54	20	48
53. the safety of the playground and play equipment?	171	993	213	97	29	41
54. the adequacy of the building and site for present needs?	165	931	245	129	27	41
55. the adequacy of the building and site for future needs?	145	679	455	138	54	63
56. the instructional resources available in the school?	90	690	448	149	25	113
57. the school library?	155	827	264	183	57	58
58. the transportation services provided for students?	235	866	126	83	47	174
59. the location of the school?	427	1049	30	32	7	5
60. the quality of cleaning and general upkeep of the building?	369	964	101	64	36	18
61. the general adequacy of the building for the kind of educational program offered?	208	1008	198	75	17	32
62. the priority which the board gives to equipment and facilities?	101	617	481	144	61	131
63. the adequacy of funding available for improvements to the school building, facilities and equipment?	73	398	613	196	75	174
64. the school in general?	236	1067	141	53	14	19
65. the general direction which Catholic education seems to be taking?	149	885	321	94	29	56
66. the opportunities available for you to become involved in school activities?	233	934	223	95	28	32
67. the contribution which the school makes to community life?	166	942	296	66	20	41
68. the work of the:						
a. school board?	120	635	503	76	49	143
b. superintendent?	144	616	503	60	49	151
c. principal?	481	778	160	60	40	23
d. teachers?	420	879	146	57	17	19

PART B

Please give us the following information about yourself. This is only for the purpose of providing information about the people who have responded to the questionnaire; it will not be used for identifying the individual respondents?

**For
Office
Use
Only**

**CARD 3
5**

1. How many children do you have at the school?

one _____

two or more _____

2. In what grade(s) are your children?

Grades 1 - 6 _____

Grades 7 - 9 _____

Grades 10 - 12 _____

3. How many years have you lived in this community? _____

4. For how many years have you had children attending the school?

one year or less _____

two to five years _____

more than five years _____

5. Are any of your children in a home-room with more than one grade?

yes _____

no _____

6

7

8

9-10

11

12

PART C

Please respond to the following questions if you have additional views or opinions which are not adequately reflected in your responses to specific items in Part A of the questionnaire.

1. What do you consider to be the best features of the program and general operation of the school?
2. In what areas of the school program and school operation would you like to see improvements?

ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION

SCHOOL SURVEY

TEACHER QUESTIONNAIRE

Responses to the statements in this questionnaire will help us to understand how teachers feel about the programs and general operation of small Catholic schools. The results of the survey will help school boards and teachers to continue emphasizing those aspects which receive support and to try to change those which seem to require improvement.

Please respond to each statement according to the instructions provided for each part of the questionnaire.

Please do not write your name or the name of the school on this booklet. All respondents will remain anonymous. Individual schools will not be identified in the general report on the study. Any information which is made available to individual schools will be presented in a form which will ensure confidentiality and anonymity. Items which relate to specific individuals or groups will not be analyzed by schools but only for the total sample.

Please return the questionnaire in the envelope provided at your earliest convenience.

PART A

Please circle the response which best describes how satisfied you are with each of the following items as these relate to the program and operation of your school.

HS = HIGHLY SATISFIED

S = SATISFIED

U = UNCERTAIN

D = DISSATISFIED

HD = HIGHLY DISSATISFIED

NA = If the statement is not applicable or if you feel you have insufficient information about the item.

		<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
1.	the educational program offered by the school?	46	174	12	9	2	1
2.	the emphasis placed by the school on basic skills and academic achievement?	65	154	8	15	2	0
3.	the breadth and variety in the educational program in terms of elective and optional courses available?	10	95	45	47	5	40
4.	the base which the school's program provides for further education?	43	128	34	14	2	20
5.	the extent to which the school prepares students for future employment?	24	88	54	24	3	49
6.	the qualifications of the teachers?	98	129	9	6	0	2
7.	the effectiveness of the teachers in the school?	78	138	15	10	0	3
8.	the extent to which the objectives of a Catholic education are being attained by the school?	59	126	41	14	1	3
9.	the extra-curricular activities which are available to students?	61	130	20	18	6	8
10.	the counselling services available in the school?	15	59	35	68	27	40
11.	the study habits which are being promoted by the school?	26	131	50	27	6	4
12.	the homework which is assigned?	22	149	33	15	3	22
13.	the information which is provided to parents about their child's progress?	57	171	8	7	0	1

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
14. the opportunities which the school provides for parents to learn about the school program?	45	141	34	17	1	4
15. the opportunities provided parents for expressing their views about the school program?	37	144	41	16	2	3
16. your specific teaching assignment (no. of subjects, size of classes, no. of grades, etc.)?	70	117	10	30	12	0
17. your background preparation for your present teaching assignment?	85	126	7	21	3	0
18. the assistance which you receive to help you cope with the demands of your assignment?	43	137	21	25	12	4
19. working in a Catholic school, in general?	120	110	9	3	0	0
20. the extent to which the school makes learning an exciting experience for students?	34	147	38	20	3	0
21. the amount of interest teachers have in their work?	68	138	21	13	1	2
22. the quality of student-teacher relationships in the school?	86	123	19	9	3	3
23. the amount of individual attention which students receive?	72	112	31	24	2	2
24. the extent of student participation in extra-curricular activities?	46	120	28	27	3	18
25. the extent of teacher participation in school activities?	50	135	30	23	3	2
26. the way in which student discipline is handled in the school?	51	119	23	35	14	1
27. the rules which students are expected to follow?	51	138	20	26	7	0
28. the way in which students relate to each other?	31	149	30	26	6	0
29. the level of student morale in the school?	48	125	37	30	2	1
30. the responsiveness of the staff to the ideas of students?	25	143	55	10	1	9
31. the quality of relationships between teachers and parents?	45	145	29	15	4	5
32. the quality of relationships among staff members?	79	116	18	24	4	2
33. the quality of relationships between teachers and the school board?	38	112	41	34	11	6

		<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
34.	the quality of the relationships between the school board and parents?	21	80	98	18	5	19
35.	your background preparation for teaching religion or participating in religious activities?	45	102	33	39	9	16
36.	the objectives of the religion courses with which you are familiar?	40	121	37	19	5	22
37.	the content of the religion courses with which you are familiar?	38	111	36	28	10	21
38.	the extent to which the school gives students a feeling of being members of a Christian community?	56	127	36	17	4	4
39.	the understanding which students acquire of basic Catholic beliefs?	35	116	54	28	3	8
40.	the opportunities children have for learning about and participating in religious celebrations?	86	126	17	10	3	2
41.	the understandings which students acquire about the Church in today's world?	24	100	78	28	2	12
42.	the extent to which students are learning to practice their faith?	30	113	58	30	6	7
43.	the interest shown by students in religious activities?	29	124	33	41	11	6
44.	the amount of emphasis which is placed on religious instruction in the school?	47	149	22	20	2	4
45.	the extent to which the content of religion courses is integrated with other subjects?	36	113	62	19	1	12
46.	the extent to which Christian values are emphasized in the program of studies in general?	43	129	45	15	3	8
47.	the number and kinds of religious celebrations held in school time?	69	132	18	21	3	1
48.	extent to which religious activities at school reinforce and complement the Church and the home?	35	93	69	27	5	13
49.	the appropriateness of the content of religion courses for various age and grade levels?	45	103	60	20	6	10
50.	the effectiveness of religion courses in helping students develop an understanding of the meaning of life?	28	108	73	19	9	7

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
51. the extent to which religious instruction helps student learn about relating to each other?	36	129	56	13	2	7
52. the extent to which religion courses help students to develop an understanding of their moral responsibilities?	32	119	60	22	3	7
53. the contribution which religion courses and other activities make to preparing students for adult life?	30	111	69	17	5	11
54. the design and appearance of the school building?	33	117	21	52	18	1
55. the quality of lighting, heating and ventilation in the school?	29	126	18	50	20	0
56. the safety of the building, equipment and playground?	33	153	16	28	13	0
57. the adequacy of the building and site for present needs?	37	116	15	52	22	1
58. the adequacy of the building and site for future needs?	31	87	50	49	21	5
59. the instructional resources (books, audio-visual materials) which are available in the school?	43	97	20	69	14	0
60. the equipment (audio-visual machines, laboratory equipment, etc.) available in the school?	36	116	19	55	17	0
61. the instructional supplies (paper, pencils, chalk) which are available in the school?	65	152	7	12	7	0
62. the school library?	30	93	15	65	38	2
63. the transportation services which are provided for students?	47	142	20	13	2	19
64. the location of the school considering the area served and program offered?	60	166	10	4	0	3
65. the quality of cleaning of the building?	75	92	18	44	14	0
66. the quality of maintenance of the building?	60	115	20	34	13	0
67. the general adequacy of the building for the type of program offered?	38	146	16	32	9	1

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
68. the priority given by the Board to facilities and equipment?	21	102	57	38	18	7
69. the level of funding available for improvements in school building, facilities and equipment?	16	77	71	38	31	10
70. with the work of:						
a. the school board?	39	124	40	28	9	3
b. the superintendent?	66	122	30	13	8	4
c. the principal?	81	106	15	20	7	12
71. with the school in general?	55	157	18	11	0	2
72. with the interest which the community shows in the school?	34	123	29	46	10	2

50

PART B

Please provide the following information about yourself and your teaching assignment.

**For
Office
Use
Only**

- | | | |
|---|--|---------------|
| 1 | Years of teacher education for salary purposes _____ | CARD 2
5-6 |
| 2 | Total years of teaching experience _____ | 7-8 |
| 3 | Number of years you have been in this school _____ | 9-10 |
| 4 | In what grades do you have teaching assignments? | |
| | Grades 1 - 6 _____ | 11 |
| | Grades 7 - 9 _____ | 12 |
| | Grades 10 - 12 _____ | 13 |
| 5 | What is the largest class you have? _____ | 14-15 |
| 6 | What is the smallest class you have? _____ | 16-17 |
| 7 | What is the approximate average class size? _____ | 18-19 |
| 8 | Do you have more than one grade in your classroom at any one time? _____ | 20 |
| | If "yes," please explain _____ | |
| 9 | How many teachers are there in your school, including yourself? _____ | 21-22 |

PART C

Please respond to the following questions if you have additional views or opinions which are not adequately reflected in your responses to the specific items in PART A of the questionnaire

- 1 What do you consider to be the best features of the program and general operation of the school?
- 2 In what areas of the school program and school operation would you like to see improvements?

ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION

SCHOOL SURVEY

STUDENT QUESTIONNAIRE

Responses to the statements in this questionnaire will help us to understand how students feel about the programs and general operation of small Catholic schools. The results of the survey will help school boards and teachers to continue emphasizing those aspects which receive support and to try to change those which seem to require improvement.

Please respond to each statement according to the instructions provided for each part of the questionnaire.

Please do not write your name or the name of the school on this booklet. All respondents will remain anonymous. Individual schools will not be identified in the general report on the study. Any information which is made available to individual schools will be presented in a form which will ensure confidentiality and anonymity. Items which relate to specific individuals or groups will not be analyzed by schools but only for the total sample.

Please return the questionnaire in the envelope provided at your earliest convenience.

PART A

Please circle the response which best describes how satisfied you are with each of the following items as these relate to the program and operation of the school which your child attends. If you have more than one child at the school, and if your response might differ according to which child you have in mind, please make a judgement as to which response best indicates your general level of satisfaction with the item.

HS = HIGHLY SATISFIED

S = SATISFIED

U = UNCERTAIN

D = DISSATISFIED

HD = HIGHLY DISSATISFIED

NA = If the statement is not applicable or if you feel you have insufficient information about the item.

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
1. what you are learning in school?	150	669	106	58	10	6
2. how well you are learning to read, write and do mathematics?	257	566	106	54	12	5
3. the extent to which you can take courses which are of special interest to you?	108	263	193	233	86	132
4. the way in which the school is helping you to prepare for education after high school?	173	382	243	100	22	80
5. the way in which the school is helping you to prepare for a job?	127	326	275	141	40	85
6. how your teachers are helping you to learn?	268	507	123	79	16	2
7. the way in which teachers help you when you have problems?	234	444	164	123	33	1
8. the extent to which you learn what you believe you should be learning in a Catholic school?	250	446	201	66	15	18
9. the kinds of clubs, sports activities, plays, etc. in the school?	280	344	129	165	75	9
10. the help which you receive at school when choosing courses, deciding on what to do after high school and similar decisions?	78	284	266	129	47	187
11. how well are you learning to study?	131	458	264	115	25	10

		<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
12.	the amount of homework you are assigned?	130	513	132	151	70	6
13.	the kind of homework assigned?	86	538	205	126	33	12
14.	the way in which the school reports to your parents about your work?	178	464	164	114	53	16
15.	how interesting and exciting your school work is?	124	327	225	228	93	2
16.	the amount of interest your teachers have in their work?	240	399	241	63	19	25
17.	how well teachers in the school work together?	287	376	203	57	31	42
18.	the way in which teachers and students relate to each other?	167	419	203	144	49	9
19.	the amount of help which teachers give those students who need help?	254	396	171	136	37	4
20.	the way in which students take part in school activities?	181	474	164	130	45	7
21.	the extent to which teachers take part in school activities?	168	422	222	118	56	10
22.	the way in which discipline is handled in the school?	148	375	219	157	81	16
23.	the rules which students are expected to follow?	136	414	161	191	91	3
24.	the way in which students relate to each other?	231	484	146	94	37	3
25.	the amount of fun and excitement students have at school?	196	353	174	172	96	3
26.	the amount of attention which teachers give to students' opinions?	161	358	228	167	74	8
27.	the school gives you the feeling of being in a Christian community?	210	353	258	104	55	17
28.	how well you are learning what it means to be a Catholic?	254	401	180	94	39	30
29.	the religious celebrations which you have at school?	298	434	153	63	29	20
30.	how much you are learning about the Church in today's world?	193	439	199	104	32	23
31.	how well you understand what you must do in order to be a Catholic?	222	430	208	71	35	32
32.	how much you get out of religious activities at school?	157	392	239	124	60	23

		<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
33.	the amount of work you do in religion courses?	150	530	146	107	45	22
34.	how much you are learning about religion in courses other than religion courses?	117	402	274	110	44	52
35.	the number and kinds of religious celebrations which there are during school time?	189	454	180	101	39	31
36.	the amount of help you get in school with understanding the Mass and religious activities in the home?	161	395	255	106	44	38
37.	how easy it is to understand what you are taught in religion courses?	209	436	213	81	40	22
38.	how well religion courses help you to understand important things about life?	231	469	172	63	35	22
39.	how well religious instruction helps you to understand how you should relate to other people?	217	497	172	66	25	18
40.	how much religion courses help you to be a better person?	198	430	232	69	37	26
41.	what you learn in religion will help you when you are older?	222	414	216	77	36	33
42.	the appearance of the school building?	172	412	136	159	116	6
43.	the lighting, heating, and ventilation in the school?	157	390	125	218	98	10
44.	the safety of the school building?	236	463	160	81	46	10
45.	the safety of the playground and of the play equipment?	165	478	162	105	71	17
46.	the design or lay-out of the school?	159	390	162	165	104	15
47.	the amount and condition of books and audio-visual materials?	120	304	175	240	141	17
48.	the types and quality of equipment such as projectors, laboratory equipment, and television sets in the school?	154	329	138	194	154	30
49.	the amount and quality of supplies such as paper, pencils and chalk which there are in the school?	241	455	133	103	43	24
50.	the bus service which is available?	187	376	144	80	76	134
51.	the cleanliness and tidiness of the school building?	222	400	153	146	78	3
52.	with the school in general?	189	469	166	85	63	24

PART B

Please provide the following information about yourself. This will not be used for trying to identify respondents, only for describing the students who responded to the questionnaire.

For
Office
Use
Only

1. In what grade are you this year? _____
2. How many grades have you completed at this school? _____
3. Do you plan to go to school until you complete grade twelve?

CARD 3
5-6

7-8

7

Yes _____

No _____

Undecided _____

PART C

Please answer these questions in the spaced provided. If you need more space, write on the back of this page.

1. What do you like best about your school?
2. What things, if any, would you like to have changed in your school?

ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION

SCHOOL SURVEY

SCHOOL BOARD QUESTIONNAIRE

Responses to the statements in this questionnaire will help us to understand how members of the School Board feel about the programs and general operation of small Catholic schools. The results of the survey will help school boards and teachers to continue emphasizing those aspects which receive support and to try to change those which seem to require improvement.

Please respond to each statement according to the instructions provided for each part of the questionnaire.

Please do not write your name or the name of the school on this booklet. All respondents will remain anonymous. Individual schools will not be identified in the general report on the study. Any information which is made available to individual schools will be presented in a form which will ensure confidentiality and anonymity. Items which relate to specific individuals or groups will not be analyzed by schools but only for the total sample.

Please return the questionnaire in the envelope provided at your earliest convenience.

PART A

Please circle the response which best describes how satisfied you are with each of the following items as these relate to the program and operation of the school in the study. If you have more than one school in your district in the study, please make a judgement as to which response best indicates your level of satisfaction with the item for the school you know best.

HS = HIGHLY SATISFIED

S = SATISFIED

U = UNCERTAIN

D = DISSATISFIED

HD = HIGHLY DISSATISFIED

NA = If the statement is not applicable or if you feel you have insufficient information about the item.

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
1. the education which the children are receiving in this school?	14	47	9	0	0	0
2. the emphasis placed by the school on basic skills and academic achievement?	13	50	6	1	0	0
3. the variety of the courses available?	4	42	18	6	0	0
4. the base which the school program provides for further education?	9	38	13	5	0	3
5. the way in which the school's program prepares students for future employment?	0	26	28	3	1	12
6. the qualifications of the teachers in the school?	24	40	5	1	0	0
7. the effectiveness of the teachers in the school?	14	40	11	4	0	1
8. the extent to which the objectives of a Catholic education are being achieved by the school?	7	48	9	4	1	1
9. the extra-curricular activities (sports, plays, concerts, etc.) which are available to students?	0	42	4	9	0	0
10. the counselling services available to students?	2	18	23	9	6	11
11. the study habits which are being promoted by the school?	5	27	33	3	1	1
12. the amount and kind of homework which the children are assigned?	2	37	19	6	1	5

Please respond to #13 and/or #14 depending upon whether you have sufficient knowledge about grades 1-9 program, the grades 10 - 12 program or both.

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
13. the content and quality of instruction in each of these subjects in the elementary and junior high school grades?						
a. reading?	7	43	11	4	0	2
b. language and writing?	5	42	11	8	0	1
c. social studies?	6	49	9	1	0	2
d. science?	4	47	11	1	0	3
e. mathematics?	8	45	9	2	0	2
f. religion?	11	42	8	2	2	2
g. second languages?	2	17	16	13	1	15
h. fine arts?	0	19	25	7	0	14
i. physical education?	9	48	3	4	1	2
j. industrial arts?	0	16	10	8	3	29
k. home economics?	1	14	12	7	2	30
14. the content and quality of each of these high school programs or courses:						
a. English?	4	17	4	0	0	18
b. mathematics?	6	15	2	2	0	18
c. sciences?	5	16	3	1	0	18
d. social studies?	2	19	3	0	0	19
e. physical education?	5	18	2	0	0	18
f. second languages?	1	12	7	4	1	18
g. fine arts?	0	7	11	3	2	20
h. home economics?	2	6	5	3	0	26
i. industrial/technical education?	0	6	4	3	1	28
j. business education?	1	13	7	3	0	19
k. religion courses?	1	10	9	3	2	18
l. work experience?	0	15	5	2	2	19

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
15. the amount of information parents receive from the school?	10	44	11	3	1	0
16. the opportunities provided for parents to learn about the school's program?	8	36	16	8	1	0
17. the opportunities provided for parents to express their views about the educational program offered by the school?	9	35	13	10	2	0
18. the interest which the children have in their school work?	4	39	19	7	0	0
19. the amount of interest teachers have in their work?	13	39	15	1	0	0
20. the quality of the working relationships among the teachers?	19	32	13	4	1	0
21. the quality of the relationship between the child and the teachers?	9	42	16	1	0	1
22. the amount of individual attention which teachers give the children?	9	35	21	3	0	1
23. the interest which the children have in participating in school activities?	7	47	11	2	1	1
24. the extent of teacher participation in school activities?	12	46	6	5	0	0
25. the way in which student discipline is handled in the school?	11	41	6	9	2	0
26. the rules which students are expected to follow?	13	42	7	5	0	1
27. the level of student morale in the school?	8	42	15	3	0	1
28. the responsiveness of the school to the ideas of students?	3	27	31	5	0	3
29. the quality of the relationships between parents and teachers?	4	43	15	5	0	1
30. the quality of the relationships between teachers and the board?	12	41	12	4	0	0
31. the quality of the relationship between the board and parents?	2	44	16	5	1	1
32. the extent to which the school gives children the feeling of being member of a Christian community?	10	42	12	4	1	0
33. the understanding which the children have of basic Catholic beliefs?	4	45	13	5	1	1

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
34. the opportunities which the children have for learning about and participating in religious activities?	8	47	9	3	0	0
35. the understanding which the children have about the Church in today's world?	0	26	39	2	0	2
36. the extent to which the children are learning how to practice their faith?	4	36	22	6	0	1
37. the general orientation of and emphasis in religion courses?	3	43	16	5	0	2
38. the relationships between the school and the parish church?	11	39	12	3	4	0
39. the relationships between the school board and the parish church?	14	37	9	5	3	0
40. the way in which the school prepares children for receiving the sacraments?	25	35	6	1	2	0
41. the interest which the children show in school religious activities?	2	45	19	3	0	0
42. the amount of emphasis which is placed on religious instruction?	5	46	13	3	1	1
43. the extent to which the children learn about religious matters in courses other than religion?	1	29	35	0	1	2
44. the extent to which Christian values are emphasized generally in the school?	8	43	15	3	0	0
45. the number and kinds of religious celebrations at school?	9	48	5	6	1	0
46. the extent to which religious activities at school reinforce those of the Church and the home?	5	38	18	4	3	1
47. the appropriateness of the content of religion courses for the age and grade level of each child?	4	38	24	1	1	1
48. the level of cooperation between the school and the parish community?	5	43	9	8	3	1
49. the effectiveness of religion courses in helping children develop an understanding of the meaning of life?	2	43	24	0	0	0
50. the extent to which religion courses help children learn about relating to other people?	1	44	21	2	0	1

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
51. the extent to which religion courses help children develop an understanding of their moral responsibilities?	7	41	19	1	0	1
52. the contribution which religion courses make in preparing children for adult life?	5	38	25	1	0	0
53. the design and appearance of the school building?	13	32	9	14	1	0
54. the quality of lighting, heating and ventilation in the school?	9	40	6	13	1	0
55. the safety of the school building?	15	42	7	4	1	0
56. the safety of playgrounds and play equipment	8	45	8	7	1	0
57. the adequacy of the building and site for present needs?	11	45	6	7	0	0
58. the adequacy of the building and site for future needs?	8	31	19	8	2	1
59. the instructional resources available in the school?	8	39	14	8	0	0
60. the school library?	7	32	15	13	1	1
61. the transportation services provided for students?	16	43	6	3	0	0
62. the location of the school?	19	49	1	0	0	0
63. the quality of cleaning and general upkeep of the building?	23	40	3	3	0	0
64. the general adequacy of the building for the kind of educational program offered?	17	40	10	1	0	1
65. the priority which the board gives to equipment and facilities?	12	41	9	7	0	0
66. the adequacy of funding available for improvements to the school building, facilities and equipment?	5	29	13	15	7	0
67. the amount and quality of equipment such as projectors, television sets, and laboratory equipment available in the school?	6	27	15	17	4	0
68. the school in general?	8	49	11	1	0	0
69. the general direction which Catholic education seems to be taking?	7	40	19	2	1	0

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
70. the interest which the community shows in the school?	2	34	16	11	5	0
71. the integration of school and community activities?	5	33	19	8	1	1
72. the contribution which the school makes to community life?	9	44	13	1	1	1
73. the work of the:						
a. superintendent?	23	36	7	2	0	0
b. principal?	31	26	4	5	2	0
c. teachers?	16	43	9	0	0	0

PART C

Please respond to the following questions if you have additional views or opinions which are not adequately reflected in your responses to specific items in Part A of the questionnaire.

- 1 What do you consider to be the best features of the program and general operation of the school?
- 2 In what areas of the school program and school operation would you like to see improvements?

ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION

SCHOOL SURVEY

CLERGY QUESTIONNAIRE

Responses to the statements in this questionnaire will help us to understand how members of the clergy feel about the programs and general operation of small Catholic schools. The results of the survey will help school boards and teachers to continue emphasizing those aspects which receive support and to try to change those which seem to require improvement.

Please respond to each statement according to the instructions provided for each part of the questionnaire.

Please do not write your name or the name of the school on this booklet. All respondents will remain anonymous. Individual schools will not be identified in the general report on the study. Any information which is made available to individual schools will be presented in a form which will ensure confidentiality and anonymity. Items which relate to specific individuals or groups will not be analyzed by schools but only for the total sample.

Please return the questionnaire in the envelope provided at your earliest convenience.

PART A

Please circle the response which best describes how satisfied you are with each of the following items as these relate to the program and operation of the school in your parish. If there is more than one school, please make a judgement as to which response best reflects your your general level of satisfaction with the item.

HS = HIGHLY SATISFIED

S = SATISFIED

U = UNCERTAIN

D = DISSATISFIED

HD = HIGHLY DISSATISFIED

*NA = If the statement is not applicable or
if you feel you have insufficient
information about the item.*

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
1. the extent to which the objectives of a Catholic education are being attained by the school?	4	23	5	3	0	0
2. the extra-curricular activities which are available to students?	4	15	10	3	0	4
3. the guidance and counselling available to students?	4	10	14	4	2	2
4. the quality of teacher-student relationships in the school?	11	20	1	1	0	3
5. the way in which student discipline is handled in the school?	11	17	5	1	0	2
6. the way in which students relate to each other?	6	22	5	2	0	1
7. the quality of relationships between teachers and parents?	4	23	5	2	0	1
8. the quality of relationships between the school and the parish church?	13	16	3	3	0	1
9. the extent to which the school gives students the feeling of being members of a Christian community?	7	18	7	4	0	0
10. the understanding which students acquire of basic Catholic beliefs?	1	10	11	4	1	0
11. the opportunities which students have for learning about and participating in religious celebrations?	6	26	2	2	0	0

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
12. the understanding which students acquire about the role of the Church in today's world?	1	7	20	6	0	2
13. extent to which students are learning how to practice their faith?	0	20	9	6	0	0
14. interest shown by students in religious activities?	3	18	10	4	0	1
15. the amount of emphasis placed on religious instruction?	3	26	3	3	0	1
16. the extent to which religion is integrated with other subjects?	4	13	16	1	1	1
17. the extent to which Christian values are emphasized in the school?	7	24	4	0	0	1
18. the number and kinds of religious celebrations during school time?	6	19	6	4	0	1
19. the extent to which religious activities at school reinforce and complement the Church?	4	21	10	0	0	1
20. the extent to which religious activities at school reinforce and complement the home?	1	12	19	1	0	2
21. the appropriateness of the content of religion courses for various age and grade levels?	2	11	8	7	1	1
22. the effectiveness of religion courses in helping children develop an understanding of the meaning of life?	2	12	17	2	1	2
23. the extent to which religious instruction helps students learn about relating to other people?	3	25	1	0	1	1
24. the extent to which religious instruction helps students to develop an understanding of their moral responsibilities?	2	23	6	3	1	1
25. the extent to which the school helps students to develop an understanding of their moral responsibilities?	2	26	6	1	0	1
26. the contribution which religion courses and other activities make to preparing students for adult life?	3	18	12	2	0	1
27. the work of:						
a. the school board?	4	12	13	6	0	1
b. the superintendent?	6	12	10	5	1	1
c. the principal?	17	12	4	1	1	1

	<u>HS</u>	<u>S</u>	<u>U</u>	<u>D</u>	<u>HD</u>	<u>NA</u>
28. the school in general?	8	24	4	0	0	0
29. the interest which the community shows in the school?	5	14	9	6	1	0
30. the availability of out-of-school parish youth activities?	0	6	11	11	5	2
31. integration of school and parish youth activities?	0	6	12	12	3	2

PART B

Please respond to the following questions if you have additional views or opinions which are not adequately reflected in your responses to the specific items in Part A of the questionnaire.

1. What do you consider to be the best features of the program and general operation of the school?

APPENDIX B

Covering Letter to Parents

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION



THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

April 16, 1982

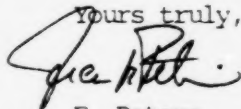
Dear Parent:

We would be very grateful if you would take a few minutes to complete the enclosed questionnaire. We are conducting a study on behalf of the Alberta Catholic School Trustees Association to find out which particular aspects of the operation of small Catholic Schools in the Province are satisfying to parents, students, teachers, clergy, and trustees. We hope also to be able to identify those areas of small school operation which can be improved so that these same groups are more satisfied.

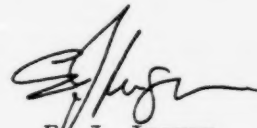
As the questionnaire indicates, all respondents are assured that their responses will be kept confidential.

Thank you again for your cooperation. Would you please seal the completed questionnaire in the envelope provided and return it to the school from which it came.

Yours truly,



F. Peters



E. J. Ingram

FP/bo

APPENDIX C

Instructions for Replication

INSTRUCTIONS FOR REPLICATION

Obtaining Approval

While this may not be of immense concern in the case of an individual school administrator wishing to ascertain the perceptions of the publics involved with his or her school, it may well be advisable in the interests of cooperation and public relations to inform each of the groups which might be involved with the study of the purposes for which it is being conducted, the manner in which results will be handled and some of the hoped for outcomes. Such an approach is likely to increase the cooperation forthcoming and consequently increase the data on which the findings can be based.

Questionnaires

The complete list of items asked of each group of respondents is contained in Appendix A. A numerical value of 5 was assigned to Highly Satisfied, 4 to Satisfied, 3 to Uncertain, 2 to Dissatisfied and 1 to Highly Dissatisfied.

Each of the four major areas of concern, Program, Climate, Catholicity, Facilities, was approached through a number of items on each questionnaire. The particular item numbers for each area are listed below:

Program

Parents: Items 1 to 17 inclusive

Teachers: Items 1 to 15 inclusive

Students: Items 1 to 14 inclusive

School Board Members: Items 1 to 17 inclusive

Clergy & Religious Education Coordinators: Items 1 to 17 inclusive

Climate

Parents: Items 18 to 30 inclusive and item 66

Teachers: Items 16 to 34 inclusive

Students: Items 15 to 26 inclusive

School Board Members: Items 18 to 31 inclusive

Clergy & Religious Education Coordinators: Items 4 to 8 inclusive

Catholicity

Parents: Items 31 to 49 inclusive and item 65

Teachers: Items 35 to 53 inclusive

Students: Items 27 to 41 inclusive

School Board Members: Items 32 to 52 inclusive and item 69

Clergy & Religious Education Coordinators: Items 9 to 26 inclusive

Facilities

Parents: Items 50 to 63 inclusive

Teachers: Items 54 to 69 inclusive

Students: Items 42 to 51 inclusive

School Board Members: Items 53 to 67 inclusive

Clergy & Religious Education Coordinators: Items none

It is evident from this that not all groups were asked identical questions nor were all groups asked the same number of questions on each factor. If a comparison between groups is to be made on the factors then care must be taken to include only those items which were asked of the groups being compared.

While these items indicate the areas about which the province-wide study team sought information, there is no reason why items cannot be added or deleted from the original questionnaire. In the event that items are added or deleted however, comparisons with the findings of this study should not be made.

Factor scores are arrived at by adding up the scores on those items included in the factor and dividing the total by the number of respondents and the number of items.

It must be emphasised that no weighting factors were used in arriving at factor scores. This means that all items in each factor were considered to be of equal importance. Those wishing to replicate the study may decide to weight particular items in some manner. If this is done then the item score should be multiplied by the weighting factor before being included for addition and prior to being divided by the number of respondents and the number of items.

In the event that weighting of particular items is considered, it might be advisable to have the matter dealt with by a committee comprised of individuals representing the various groups interested in the operation of the school.

Analysis of the Data

The simplest form of analysis for an individual school may be an examination of the mean (average) score of those responding to each item. This can provide an indication of the extent of satisfaction or dissatisfaction on each of these areas of operation.

The major shortcoming associated with using the mean lies in the fact that there may be a significant number of respondents marking either above or below the mean. Consequently it may be of more value to decision makers to know the number of respondents who indicate satisfaction or dissatisfaction with a particular item than to know the mean score.

In the event that comparisons of mean scores are required it may be necessary to obtain advice in the area of statistical applications. Such assistance should be obtained before the questionnaires are designed.

Analyses of this type may more easily be accomplished with the assistance of a computer and can be done more efficiently if the questionnaire format follows a particular design.

Any further information regarding the replication of all or a portion of this study can be obtained by contacting the members of the study team.

In the event that studies similar to this are conducted, it would be appreciated if a copy of the report was sent to the Alberta Catholic School Trustees' Association.

